

EIGHTH ANNUAL REPORT

OF THE

STATE BOARD

OF

LIBRARY COMMISSIONERS

THE LIBRARY OF THE

OF

SEP 15 1933

UNIVERSITY OF ILLINOIS

MICHIGAN

FOR YEAR ENDING DECEMBER 31, 1907.

LANSING, MICHIGAN
WYNKOOP HALLENBECK CRAWFORD CO., STATE PRINTERS
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STATE
BOARD OF LIBRARY COMMISSIONERS
LANSING, MICH.

MR. DAVID E. HEINEMAN, Detroit,
President.

MR. H. R. PATTENGILL, Lansing.

MR. HENRY NELSON LOUD, Au Sable.

MR. FREDERICK J. BALDWIN, Cral.

MRS. M. C. SPENCER, Lansing,
Secretary.

LETTER OF TRANSMITTAL.

January 2, 1908.

HON. FRED M. WARNER,
Governor of Michigan:

SIR—I have the honor to submit the eighth annual report of the State Board of Library Commissioners for the year ending December 31, 1907.

Very respectfully,

DAVID E. HEINEMAN,
President.

CONTENTS.

	PAGE.
Report of Secretary.....	7
Library Notes	9
Library Organizer.....	14
County Organizer.....	15
Library Training in Normal Schools.....	19
Associate Libraries.....	33
Registered Libraries.....	44
Library Committee, State Federation of Women's Clubs.....	54
Library Statistics by Counties.....	60
Library Statistics Northern Michigan.....	100
State Teachers' Association.....	102
Upper Peninsula Educational Association.....	136

REPORT OF THE SECRETARY.

Three meetings of the State Board of Library Commissioners were held during the year 1907, as follows:

Detroit, April 4th.

Lansing, November 13th.

Detroit, December 21st.

During the year two appointments were made by the Governor to fill the places of those members whose terms expired upon that date;

Mr. F. J. Baldwin, of Coral, to succeed Mr. Peter, of Saginaw.

Mr. Heineman, of Detroit, to succeed himself.

The meetings of the Board were all important as planning the activities for the year, most of which plans have been successfully carried out.

It was decided to place an organizer in the field whose duty it should be to carry on library work on educational lines. The appointment of Mr. R. D. Bailey, of Gaylord, who was endorsed by H. R. Pattengill and Walter H. French, Deputy Superintendent of Public Instruction, was decided upon by the Board. Mr. Bailey has had large experience as a County Commissioner of Schools, and is familiar with the educational plans of this State.

It was also decided to continue the library classes in the Normal Summer Schools, and the Secretary was instructed to arrange for that work. The arrangements were also made for the library classes held in connection with the State Teachers' Association at Battle Creek, October 24th, 25th, and 26th. The details connected with these plans were successfully carried on, as shown by the statements embodied in this report.

At the meeting of November 13th, the following officers were elected: Mr. David E. Heineman, President; Mrs. M. C. Spencer, Secretary.

The important topics discussed at this meeting were the cooperation of the State Board of Library Commissioners with the State Association of Librarians. The matter was, however, left in abeyance until the full meeting of the Board could be held. This meeting occurred in Detroit, December 21, 1907, and the minutes show the matter as follows:

Resolved, That a quarterly bulletin be published by the Board of State Auditors, part of the material included in this to be furnished by the State Association of Librarians and a certain amount of space to be allowed for that purpose, this amount to be determined by consultation with the Secretary of the Library Association.

Resolved, That acting on the suggestion of the State Association of Librarians, the Board of Library Commissioners will pay the expenses of two Round Tables to be held under the auspices of the Association, the expenses to consist of the traveling expenses of a director and the printing connected with the work.

Resolved, That the training classes for librarians in the Normal Summer Schools be carried on as heretofore. The Secretary was instructed to make the same arrangements that were made last year for that purpose.

The question as to the feasibility of conducting a training school for

librarians at the capitol was brought before the Board. The subject was thoroughly canvassed and it was decided to arrange for this school, provided enough librarians would agree to take the course to make the results commensurate with the expenses incurred. The Secretary was instructed to correspond with teachers and make a later report to the Board.

COUNTY ORGANIZER.

The work done by Mr. R. D. Bailey, the County Organizer, is of special importance. Mr. Bailey, as teacher and County Commissioner of Schools, has come closely in touch with library matters, and this added to his sympathetic interest in the betterment of the educational interests of the State, has largely increased his usefulness as an organizer. His work done in the more isolated portions of the State, and in connection with the Farmers' Institutes, has been most satisfactory in results.

LIBRARY SECTION OF STATE TEACHERS' ASSOCIATION.

The papers which were read in the library and other sections of the State Teachers' Association, held in Battle Creek, October 24th-26th, 1907, are included in this report.

The initiative movement on this line was more successful and the work will be planned for next year in a still larger and more complete way. The Board wishes to gratefully acknowledge the help which it received from the hearty cooperation of the educational forces of the State.

ORGANIZATION OF LIBRARIES.

The technical organization of libraries has not been extensive, owing to the limited amount of money available for this purpose. The report of those engaged in this work will show, however, that enough has been done to emphasize the great good which would result from an extension of this important branch of commission activities.

LIBRARY TRAINING IN SUMMER NORMAL INSTITUTES.

The reports made by the instructors of the classes in Library Methods conducted in the Summer Institutes held in the Normal Schools at Kalamazoo, Mt. Pleasant, and Marquette, show a satisfactory advance in that work over the previous year. The instruction was elementary in its character and designed especially for teachers. Special courses of lectures were given on children's work and reference books. While the classes were small, the general interest taken in the work showed a decided growth in library sentiment. The classes will be carried on during the coming summer, with an increase in the number of instructors and an enlargement of the course.

LIBRARY COMMITTEE STATE FEDERATION OF WOMEN'S CLUBS.

The club women of the State have taken up the work of library extension with renewed vigor. Under the leadership of Mrs. Anna A. Palmer, an aggressive campaign has been planned, which will certainly result in a more thorough organization of the libraries in the rural schools, and the establishment of free public libraries in the smaller cities and villages.

MICHIGAN STATE LIBRARY AND COMMISSION NOTES.

C. M. Burton recently came into possession of some papers of a man once well known and intimately associated with the political affairs of Michigan, Oren Marsh. Mr. Marsh was a busy young politician and when the State capitol was built he was appointed State Librarian. So far as appears, the function of the librarian was a labor of love, for no salary was allowed and the sole income of the library was from fines for the misuse of the privileges, which was used for the purchase of new books.

The legislative reference department provided for by the legislature was established in the State library. Lewis M. Miller of Lansing and G. L. Clark of Detroit were placed in charge. Work has been going on, comparing the present constitution of this State with the constitutions of other states. Mrs. Spencer received a letter from C. McCarthy, in charge of the legislative reference department of Wisconsin, congratulating her on the great work already done by the Michigan department authorized by the last legislature. In her reply Mrs. Spencer referred in terms of high praise to the excellent work of L. M. Miller and G. L. Clark, who have had charge of the department. They have accumulated a mass of information in regard to the constitutions of the various states that is aiding greatly in getting together material for the new constitution.

The delegates to the constitutional convention which convened in October in the capitol have unsurpassed privileges for informing themselves as to every desirable feature of constitutions and constitutional building. The State library, maintained in the capitol, is well equipped for general purposes and the law library is unequaled save possibly in New York and Massachusetts; it excels in its equipment of references pertaining to constitutions, as it has those of every state in the union, together with the proceedings and debates of constitutional conventions. The State Library has prepared compilations of references which enable one to turn in a moment to any subject under investigation.

Many citizens of Michigan know that the State Library is one of the finest in the country but few know of its activities in extending reading material to people throughout the State. Until 1895 the library was used for reference only by those who could come to Lansing. In 1893 the present Librarian secured the enactment of the law which opened the privileges of the library to all the people of the State. The only cost is that of transportation. The application of 15 or 20 taxpayers or that of any organization brings the case of 50 books selected by the Librarian not for entertainment purposes alone but to broaden and educate those who read the books. There are also the cases of pictures sent to any club or society, as well as framed pictures which are furnished to district schools and may be hung in the rooms for some time. The teacher of any school, also, may procure a library of 50 selected volumes by sending with the request \$1.25 to apply toward the payment of freight. For the convenience of the teachers the Librarian has compiled finding

lists from which the teacher may choose in ordering a library. Suitable collections of books will also be sent to Sunday schools, granges, study clubs or individuals desiring to investigate along any line of study.

The second annual course in library methods offered by the State Board of Library Commissioners in connection with the summer sessions of the State normal schools was given June 24 to August 2. This course was intended in no sense to be a substitute for a course in library training for library work, but to place before the teachers in the rural schools and the custodians of school libraries the elementary training which will enable them to select, use, and help the pupils to use, the books to the best advantage. Miss Ruth M. Wright had charge of the course at the Central State Normal School, Mt. Pleasant, Miss Esther Braley gave the course at the Western State Normal School, Kalamazoo, and Miss Olive C. Lathrop was in charge at the Northern State Normal School, Marquette. Special lectures by Misses Ida M. Mendenhall, Ethel R. Sawyer and Grace E. Salisbury were given.

LIBRARY NOTES.

ALMA.

On March the 7th, word was received by President Bruske, of Alma college, from Andrew Carnegie stating that he had decided to give the college an endowment of \$25,000.

ADRIAN.

The corner stone for the \$27,000 Carnegie library was laid November 5. Addresses were made by Mayor King; Superintendent of Schools, Mickens; Pres. Anthony of the Adrian college, Attorney Clarke, and Mrs. F. E. Priddy.

ARMADA.

The Armada Free Public Library, organized August 10, 1901, is located in rented quarters on the second floor of the Barrows block. The library is supported by a township tax and governed by a board of trustees. Books are loaned to residents of the township free and to those outside the township on payment of \$0.50 a year. The library contains 1,314 bound volumes; 92 books were added during the year. Armada has 486 borrowers of a population of 863. The circulation of books during the year was about 5,100, besides the 196 reference books used in the library. The periodicals subscribed for are: World's Work, Outlook, Review of Reviews, Youth's Companion, McClure's, Atlantic Monthly, Bay View, Electrician and Mechanic, Public Libraries, A. L. A. Booklist. The income of the library for the purchase of books, salaries, rent, etc., is \$400.00 a year.

ELIZABETH POMEROY, Librarian.

BATTLE CREEK.

A circulating library was installed at the Y. M. C. A. in September. The library is a branch of the State Library. In the library of 50 books are standard works of fiction, literature, biography, ethics, sociology, history, religion, natural science and art. The consignments will be renewed every three months. The same rules govern the circulation of these books as of those in the Willard library.

BIRMINGHAM.

Thirty-seven years ago the Good Templars Lodge in Birmingham dissolved. Something over \$2 was refunded to each member, 19 of whom decided to put their share of this money into a library. The resulting organization called the Birmingham Library Association has succeeded in building up a library of 2,400 volumes and in erecting a building on which rested a mortgage of about \$2,000 held by Miss Martha Baldwin. Two years ago the organization offered the books to Birmingham with which to start a public library. The gift was not accepted. This year the books and building, the mortgage of which was canceled by Miss Baldwin, were offered. The vote favoring the acceptance was 110 to 100. The town may dispose of the present site providing the money secured from the sale is turned into a new and more modern building to be erected on the corner lot directly west of the present building which is a part of the library property. The library was organized in the fall and Miss Daisy Durkee was appointed librarian.

CADILLAC.

The Cadillac public library building though called a Carnegie library is the result of large gifts from W. W. Mitchell, D. F. Diggins and W. W. Cummer, as well as from Andrew Carnegie. Only a year old, the library contains 5,000 volumes, all of which new books have been donated by Cadillac people. W. W. Mitchell alone sent in a check of \$2,500 for books.

CHARLEVOIX.

In February the Board of Education in Charlevoix pledged \$1,000 annually for the maintenance and support of a library on the Carnegie plan. Mr. Carnegie gave \$10,000 for the building and the site will be provided by popular subscription.

DETROIT.

The urgent need of a new public library building in Detroit was put before the citizens by pamphlets issued by the librarian, Henry M. Utley, and by the newspapers. The bill prepared by Commissioner D. B. Duffield providing for the bonding of the city for \$750,000 for the erection of a new public library building and introduced in the legislature by Senator Bland in May failed to pass.

ECKFORD.

The traveling library ordered by the Eckford Farmers' club for one year, containing 50 books, was received in April.

ESCANABA.

Helen D. Gorton of Madison, a graduate of the Wisconsin library school, and for three years engaged in cataloging at the Racine public library, has been chosen librarian for the Carnegie public library at Escanaba.

HARBOR SPRINGS.

Leahy & Glenn, who have been awarded the contract for the library building, will begin the work at once and expect to have the building ready for occupancy by May 1st, 1908.

HART.

Village President J. D. S. Hansen has been in correspondence with Andrew Carnegie's secretary relative to a library building for Hart.

HASTINGS.

In February, on Library Day at the Woman's club, Miss Anna Pollard, of the Ryerson public library at Grand Rapids, gave a helpful talk. Miss Pollard recommended organizing a library at Hastings under the school library law, as that will give the library the benefit of the fine money which is devoted to library purposes. She emphasized the necessity of getting the library well started in a community under a trained librarian who will supply the intellectual needs of the people and encourage better reading, rather than putting the resources into a fine library building.

HOUGHTON.

Miss Olive Gibbs has been appointed librarian of the new free public library of the Houghton schools which opened in March.

HOWELL.

The Carnegie library at Howell is undoubtedly one of the finest that can be found in the State. The building stands in the center of a whole square, which was given to the city by McPherson brothers, and was built of native granite. The library was dedicated in November and Miss Lucy Chapel was appointed librarian. The children of the late Mrs. McPherson gave \$500 worth of books and the ladies' library gave 2,000 volumes. A law was passed in 1903 allowing the adjoining towns to unite in the use and support of the library, but it has not yet been taken advantage of by those whom it would benefit.

IRON MOUNTAIN.

Miss Margaret McVety resigned from the Carnegie public library in June and in July Miss Sabra L. Nason, a graduate of Carlton college, and from the Illinois state library school, was elected to succeed her.

KALAMAZOO.

Fire in the public library on November 20, caused a loss on books of \$5,000 and on the building of \$10,000. The library, which cost \$75,000 and contains 40,000 volumes, is the gift of Dr. and Mrs. E. H. Van Deusen.

MARQUETTE.

The librarian's report for the Peter White public library for the fiscal year ending February 28, showed the total circulation to be 37,567, or an increase of 9,441 over the circulation of the previous year. The average monthly circulation was 3,130 and the average daily circulation was 122 plus. During the year 508 new cards were issued giving a total registration of 5,723; 1,008 volumes were added during the year making a total of 17,455. Since November 18, the reading room has been open to adults on Sundays from 2 to 6 p. m.; since then 806 people in all have taken advantage of this privilege. The weekly story hour has increased the circulation of juvenile books during the two months that it has been a feature.

MARSHALL.

The Ladies' Library Association had thought it advisable to close the doors of the library for a time owing to indifference and the small number of subscribers. However two public spirited citizens, W. J. Dibble and F. A. Stuart, have devised a plan by which it will be maintained as a free library and kept open as many days a week as possible.

PAINSDALE.

A branch of the Painsdale public library was opened at the Baltic mine office October 24. Over 100 volumes were sent, some of them in the Finnish language. The quarters at the mine office are commodious and attractively furnished.

PETOSKEY.

Regarding a site for the proposed Carnegie library in Petoskey, the following announcement was made: "Mrs. Annie Kirkland offers as a site for the Carnegie library, a piece of ground 75 feet square at the corner of Devision and Lake streets, just east of the city hall for \$4,000. Of this amount Mrs. Kirkland will give \$500 and the Ladies' library association will donate \$500."

The will of the late W. W. Johnson gives \$10,000 to the public library.

SAGINAW.

Samual N. Hoyt presented \$20,000 to the Hoyt library. This library was established by the will of the late Jesse Hoyt and was intended for a purely reference library, but lack of funds with which to add to the original collection from time to time, impaired its value.

ST. JOSEPH.

Miss Florence was appointed librarian to succeed Miss Fyfe whose resignation takes place in January.

YPSILANTI.

Property owners will be given an opportunity at the spring election to decide whether the city shall contribute to the Ladies' Library Association for the ensuing year.

REPORTS OF LIBRARY ORGANIZERS.

OLIVE E. DAVIS, ORGANIZER.

BELDING.

The Belding school library, consisting of 513 books, is located in the superintendent's office in the high school building at Belding. The organizing, which began January 4th, 1908, and was completed the 21st of the same month, was done at the solicitation of Mr. E. N. Pitkin, superintendent of the schools, who, with the librarian Miss Guenn Stebbins, cooperated heartily in the actual work. This school library is the nearest approach to a public library that Belding has, and a desire to make the small collection of books as useful as possible, not only to the students but to all the readers of the township as well, led to the organizing of the library.

BIRMINGHAM.

The Birmingham public library, containing 2,400 books, the gift of the Birmingham Library Association, was organized at the outset of its public career. The work was begun August 17th and finished November 14th. The work progressed steadily except for the suspension, from October 14th to October 28th, when the non-fiction at the Holly library was cataloged. Daisy M. Durkee the librarian gave considerable extra time in the actual work in order to learn the new routine and Miss Martha Baldwin, President of the Board, and the steadfast friend of the library since its inception 37 years ago, helped in innumerable ways. The mechanical work of putting on labels was done largely by the women of the village. When the organization of the library was completed, a short talk was given to the high school and upper grammar grade students explaining the plan of the work. The completion of the installation of library methods was somewhat delayed owing to the fact that the library was opened the regular hours during the organization. That as many as 45 books circulated in one day was gratifying to those ladies of the Birmingham library association who had worked long and hard for the library.

The growth of this collection of books has been regulated by the demand of the members of the association which was almost entirely for fiction. History and biography, however, are quite well represented, and such sets as the American Statesmen series, American Men of Letters series, and English Men of Letters series, are almost complete.

HOLLY.

The organization at the Birmingham public library was suspended from October 14th to October 28th, 1907, during which time the non-fiction collection of books (430) in the Holly library were cataloged. The women of the Board helped greatly in the mechanical preparation of the books by taking off the old and putting on new labels. On a return trip several weeks later, the library was found to have been thoroughly renovated and the work of cataloging the fiction was to go forward under the capable direction of Miss Edna Haas.

HELEN J. MILLSPAUGH, ORGANIZER.

BLISSFIELD DISTRICT LIBRARY.

The library is located in the schoolhouse and contains about 803 volumes. This was accessioned, classified, shelf-listed and cataloged.

MACON DISTRICT LIBRARY.

Library of 150 volumes, books classified and cataloged.

MANCHESTER PUBLIC SCHOOL LIBRARY.

Library of 650 volumes, accessioned, classified and cataloged.

RUTH M. WRIGHT, ORGANIZER.

GAYLORD UNION LIBRARY.

By special act of the legislature the libraries of Bagley and Livingston townships have been combined to form the Union Library in Gaylord, three board members being elected from each township. A large, well lighted room in the bank building was given for the use of the library and standard library supplies were ordered. The total number of books, including children's books, was 1,750 volumes, of which a large percentage was fiction. The library was thoroughly examined and much weeding out was necessary. The books were classified and cataloged, and a simplified Newark charging system installed.

During May an assistant from the State Library went through Oakland county and visited the libraries at Farmington, Birmingham, Pontiac, Royal Oak and Holly. Requests for help in organizing had been received from three of these libraries, and statistics were compiled which would be of service and guidance to the organizer in ordering library supplies and equipment, and in estimating the time needed for organization.

ANNUAL REPORT OF R. D. BAILEY, COUNTY ORGANIZER.

TEACHERS' ASSOCIATION AT CHEBOYGAN.

My work for the State Board of Library Commissioners began in April, 1907, with a request to attend a Teachers' Association at Cheboygan. The library was displayed to the best advantage; the library extension policy of the Board of Library Commissioners was carefully explained, and teachers urged to equip their schools with libraries, both by purchase and by loans from the State Library.

PRELIMINARY ARRANGEMENTS FOR THE STATE TEACHERS' ASSOCIATION.

Trips were made during the spring and early summer to various parts of the lower peninsula, for the purpose of making arrangements for the presentation of library topics in the general session and in the various sections of this great annual meeting.

The plan was to do enough library work at this meeting to make a clear, lasting impression; to so concentrate effort on the one topic in all sections, whether primary or college, commissioners' or grammar school, and that by people of note and ability, that all in attendance should carry away the correct impression that the library is the right hand of the public school system. I believe that we succeeded in this. The percentage of library topics on the whole program is gratifying and as large as it should have been.

MICHIGAN LIBRARY ASSOCIATION IN DETROIT.

In June I was one of the representatives of the Board at the meeting of the Michigan Library Association in Detroit. As the papers and addresses given there will be either printed or commented on in a report of the proceedings, issued under the auspices of the State Board of Library Commissioners, I will only say they were more uniformly helpful than those of almost any association that one can attend.

SPECIAL MEETING OF COMMISSIONERS OF SCHOOLS.

In the spring I attended a special meeting of the Commissioners-elect called by the Superintendent of Public Instruction to meet in Lansing. All that seemed necessary was to form personal acquaintance with new commissioners, occupy a few moments on the program with a reminder of what can be done in each county with the commissioner's help. Some printed matter, also, was given out. The attitude of the commissioners greatly affects the library sentiment throughout the county.

CRAWFORD AND ROSCOMMON COUNTIES.

A few days were spent in these counties, in placing gift libraries, explaining the traveling library system, and in conference with people competent to give good lists of names. At a recent meeting in Grayling, several spoke from experience with gratitude and enthusiasm of both classes of libraries.

SCHOOL OF LIBRARY METHODS AT MARQUETTE NORMAL.

The month of July was spent in assisting in the summer school of library methods in Marquette Normal. Here was an ample and almost unworked field. The Normal faculty extended every courtesy, and afforded every opportunity for carrying on the work of acquainting the student body of teachers with the policy of library extension. I addressed the students at chapel, and exhibited a traveling library for young people in its case.

I visited classes, assisted in displaying and explaining the working outfit used in the school of library methods. The attitude of many of the faculty became so favorable that many classes were excused that the students might attend the special sessions on reference books and on children's literature given by Miss Grace Salisbury of Whitewater Normal, Wisconsin and Miss Ida Mendenhall, Geneseo Normal, N. Y.

GAYLORD.

In August I assisted Miss Ruth M. Wright, of the State Library, in organizing the consolidated library of 1,750 volumes at Gaylord.

STATE FAIR.

I assisted with the exhibit of the State Library in the Michigan Building at the State Fair. A more appropriate location than the one secured could not have been found on the grounds. All visitors to the Michigan Building had naturally to pass it. Many thousands from all parts of our State must have carried away a pleasant mental picture of the alcove fitted out with traveling libraries, graded and reference libraries, and choice reproductions of the world's masterpieces of painting from the loan collection of the State Library. All day long, during the fair, hundreds heard the explanation of the generosity of the State in loaning books and pictures so freely.

STATE TEACHERS' ASSOCIATION AT BATTLE CREEK.

A week was occupied with this meeting. No little progress must have been made in arousing the educators of our State on the subject of the developed library.

UPPER PENINSULA TEACHERS' ASSOCIATION.

The week following the Battle Creek meeting I attended the Upper Peninsula Teachers' Association at Escanaba. I feel that library interests were much advanced through the seven places on the program given. Most of the arrangements had been made by correspondence. I think this would have been impossible had it not been for the acquaintances formed during my stay at the Marquette summer school.

The school officers' section was devoted entirely to a library symposium by several leading educators from the Upper Peninsula. There was a general feeling of satisfaction over the program, and a keen regret expressed that the able efforts of that section had not been given before the large general session. Library interests were left in the best possible condition by the Escanaba meeting.

Many of the leaders in the Upper Peninsula lose no opportunity to speak good words for the policy of library extension which your Board contemplates.

NORMAL FARMERS' INSTITUTE.

In November I gave nearly a week in attending the Annual Michigan Normal Farmers' Institute, at the Agricultural College, for the purpose of coming into better relations with the thirty able agriculturalists who gathered there for a final conference before starting out on the three months tour of the State in farmers' institute work. These men and women go into the heart of each farming section of the State, and can and will do the library cause much good in their addresses as they talk as one farmer with another. I have since written each of these institute workers and will work with them before the season closes.

ST. IGNACE.

The day before Thanksgiving I attended the State Teachers' Institute at St. Ignace. The call to visit this place was the outgrowth of my attendance at the Escanaba meeting. A good place on the program was given by Principal H. Kaye, of Marquette Normal, Conductor of the Institute. I have no doubt that some teachers were aroused to the importance of library work. I secured and sent to the State Library names of all active teachers

in attendance, with the request that application blanks for libraries be sent each.

CADILLAC.

The two days following Thanksgiving I attended the Northern Michigan Teachers' Association at Cadillac. This annual meeting is an important feature in the educational life of the northern half of the Lower Peninsula.

FARMERS' INSTITUTES.

During December I worked in Farmers' Institutes at the following places: Ogemaw county, at West Branch; Crawford county, at Grayling; Montmorency county, at Atlanta; Benzie county, at Beulah; Osceola county, at Reed City; Wexford county, at Manton; Emmet county, at Petoskey; Cheboygan county, at Wolverine.

I attended these meetings by arrangement with Prof. L. R. Taft, of the Agricultural College.

Besides speaking twice on the institute program, I exhibited a traveling library, interviewed the local editor, superintendent of schools, commissioner, local librarians, officers of women's clubs and study clubs, inspected what libraries there are, and tried to set in motion better library influences. At each meeting I secured and forwarded to the State Library the names of those who voluntarily asked for application blanks. The registration of many existing libraries will be accomplished through these institutes, attendance at which I consider to be one of the most effectual means of reaching the rural population with libraries.

During January, I am scheduled to work in the farmers' institutes in the following counties: Gladwin, Presque Isle, Alpena, Alcona, Iosco, Clinton, Gratiot, Isabella, Clare, Midland, Saginaw, Tuscola, Genesee, Lapeer, St. Clair and Macomb.

GIFT LIBRARIES.

The policy of placing discarded traveling libraries as gift libraries where they will do the most good is to be commended. Opportunities are sought to place these libraries where they are needed.

I have taken steps to come into more helpful relations with the following people:

Superintendents and teachers, directors of farmers' institutes, commissioners of schools, officers of the various educational associations of the State, the editorial department of the Michigan Farmer, State Grange, State Association of Farmers' Clubs, editors, lecturer of State Grange, chairman Library Committee of the State Federation of Women's Clubs, of local study clubs.

LIBRARY TRAINING IN NORMAL SCHOOLS.

PAPER READ BY MISS IDA MENDENHALL BEFORE THE NEW YORK LIBRARY ASSOCIATION.

The library and school situation today is much as follows: The modern library has become the laboratory and supplement of the school course of study. Since librarianship has been developed within recent years and has become a science, uniform throughout the country, and so elaborate that one or two years of study are required to learn it, it is reasonable that people should be trained in the use of the library in its modern development. This training must be given in the public schools, where we have the people of the United States in process of making, and the teachers of the public schools hold the key to the situation. But the teachers have not yet been trained to the use of the library. They go out from the high school, college, or training school where no instruction is given in children's literature or the use of a library, and meet one of three conditions; either the teacher goes into a town having a public library, and she is not prepared to use it, or to lead children to the use of it; or she goes into a school having a collection of books which she does not know how to care for, or make valuable in supplementary school work; or she goes into a school having no library, and is helpless in selecting books suitable for the work and the children, and is at the mercy of the agent and worthless books.

The three important topics which will be considered in this discussion of the subject are—

- I. The need of library instruction in the normal schools.
- II. What normal schools are now doing in library instruction.
- III. Observations and conclusions as to what should constitute a normal course in library methods.

First. The real solution of the problem lies in the introduction of library instruction in the normal training school. Here teachers are doing their practice work before going out into regular positions. It is their period of apprenticeship. If the coming teachers are to go out prepared to direct the reading of children, to select books for the school library and to teach children how to use books and the library intelligently, this instruction must be given them in their professional course of training.

The institute conductor will say that the teachers' institute is the place for such instruction. One institute conductor says that the crying need of teachers of New York State is that an instructor go about to the teachers' institutes and awaken an interest in the books recommended by the syllabus just published by State Educational Department and really acquaint people with those books. There is a need for such instruction in these institutes. The teachers who attend these institutes have left the theoretical training school and have learned from actual experience in the school room what they do not, but should know. They realize the value of a course on children's literature, the necessity of knowing how to select books for the schoolroom, and how to administer and use the school library. One great field of work for the State is to provide some means of giving them this instruction. This is a movement which is already having its beginnings over the country. But after all the teachers who attend these institutes have habits formed. The

lasting, effective work must be done with the teachers in the process of making—the students of the normal and training school.

The library extension department may say that the first need of the schools is that they be equipped with well selected libraries. It is true that in many of the graded and rural schools there are almost no books and what there are are out of date and worthless. There is need that the schools be equipped with libraries. But of greater initial importance than a library is a teacher trained to use a library, and to direct the reading taste of the children. There is little value in a school library unless a teacher knows her books and uses them and leads the children to them. If teachers are trained to use books, school libraries are soon bound to follow. The teacher should be the final authority as to the books needed in the school library. The value of the library does not depend so much on the number of books as on their selection and on the use made of them by the teacher. The training of teachers in the knowledge and use of books is a movement that should precede any legislation providing libraries for the schools of the State.

The librarian who has charge of the department of school cooperation in a large city may say that librarians are giving the children lessons on how to use books and are directing their reading and leading them to the public library. Admirable instruction is being given the grades of city schools by librarians. In fact, the library habit in children is usually stimulated by the librarian rather than the teacher. Most of the instruction in the makeup of books and the use of books has come from the librarian rather than the teacher. But no instruction by the librarian can take the place of practical every day work of the teacher. The lesson given by the librarian on the use of the index to a book is necessarily mechanical because she is not in touch with the regular work of the pupil. She meets the class once a month, sometimes only once a year, and talks on the correct opening of the new book, the proper treatment of books, or the use of Poole's Index, and her lesson is not correlated with the regular work of the school. It is abnormal for the librarian to teach the use of the Index, table of contents, and periodical indexes. This all belongs legitimately with school work. When the occasion arises to teach children the use of the index or the correct opening of a new book the lesson should be given in connection with the regular school work. Unless the lesson given by the librarian is followed up, emphasized and applied by the teacher, it is of little lasting value. But the teacher, in no place in her high school, college, or normal school training is provided with a course which acquaints her with children's literature and prepares her for using a library, and until normal schools equip teachers with such information they are not prepared to give the instruction to children.

Last of all, the normal principal will say that there is no place in the normal school curriculum for technical library instruction. There is no place for a detailed course in library science. It is the function of the library school to train librarians. But there is a place for a simplified course on administering and using a school library and it is the function of the normal school to train teachers who can direct the reading of children and lead them to an intelligent use of books.

The normal principal may say further, that a course in children's literature would duplicate other work of the school. I know of only one normal school in the entire country that gives a detailed course in children's literature. It is true that in all the normal schools there are the method courses, method in geography, reading, history, story telling and language, but there

is probably at most not more than twenty week's work in any of these subjects. There is the theoretical and psychological material to be gone over in all these subjects, besides devices and mechanical means for presenting the subject which the pupil teacher must know, and little is done to acquaint the classes with the supplementary books on the subject which the children should read. There is usually no time for anything except to give the class a list of books on the subject. There is a great difference between possessing a list of books said to be useful for reading by children, and possessing a first hand acquaintance with the books themselves obtained from actual handling and examination of children's books.

The principal may object further that the normal school curriculum is already over crowded. Then why not drop logic or some other subject that is not vital to the teacher and include in its place the subject which makes possible good work in other lines? Will it crowd the work in history, to introduce a course giving best sources of history, or, will it crowd a course in school economy to introduce work that will teach the student how to find the books he needs and how to find in bound and current magazines material on the individual problem assigned him? Library methods is not a new and separate study which will crowd the curriculum. It is rather a method of work, the laboratory method of study that will make easy and possible the other courses of the curriculum.

This brings us to the second topic to be discussed, what is being done by the normal schools in library instruction.

Pioneer efforts in introducing such a course of instruction are already being made in some of the normal schools of the country. Michigan is the pioneer State in this form of library extension and the annual report of the Michigan Library Commission for 1906 notes as the important feature of its work during that year the establishment of training classes in library science in the summer sessions of each of the normal schools in the State. This plan originated with the Secretary of the State Board of Library Commissioners, the entire equipment for the course was furnished by the Board, the instructors sent from the State Library, and the expense for the course was paid out of an appropriation made for the purpose by the legislature.

Michigan seems to have taken the initiative in establishing in connection with its work a cooperative school and library department as part of its school system. The work done in 1906 was wholly experimental. This summer the course was elaborated, specialists were brought in for short courses on children's work and reference books, and six or twelve week's credit for the work was given by the normal schools. The work was heartily received by normal school presidents, teachers and librarians and a greater interest was awakened this past summer, especially among the teachers of the schools, and a greater appreciation shown by the students in attendance at the summer sessions. The instruction has not yet been introduced into the regular course during the year but the plan is ultimately to give the course during the winter as well as the summer sessions. Requests for help in selecting books and administering school libraries are constantly coming from teachers over the State to the State Library and the State Librarian felt that this need could be best met by providing such instruction for the teachers who come to the summer sessions. Those who attend these sessions are usually experienced teachers who know what they most need. Instead of holding a summer school for the librarians of the small towns, as many of the states do, Michigan has met the needs of the teachers of the State. The last step taken by Michigan is the establishment of a library section

in the State Teachers' Association. This will bring the library forces in contact with several thousand teachers, as there will be library speakers for several other sections as well as for the library section. There will also be an extensive display of library tools and model libraries.

In Wisconsin it is now a requirement of the State Board of Regents that each student of a normal school shall have twenty weeks of library methods before graduation. Each of the seven normal schools has developed its own scheme for carrying on this work. The course includes instruction in the use of the library and reference books and also in the technical processes of library work. The late President Halsey of the Oshkosh Normal School wrote last spring regarding the work, "I have often wondered that the normal schools did not include some work of this kind, because it has seemed to us so absolutely essential to the training of intending teachers. We do not give as much work in this line as I should like to have given, but it serves to start our students in an intelligent appreciation of work in the library and with this start they go on to work out for themselves much more of value. In Wisconsin at the present time there is a movement being made to help train even the rural school teachers to something like an intelligent use of the libraries at their disposal and they are expected to be able to catalog the libraries and to know something of library art if not of library science." The librarian from the same normal says "We hear probably fewer comments from students who have taken the course, over their appreciation of its value, than we hear regrets from students who were graduated before it was introduced, over the lack of it. The demand for this work in the State is shown by the number of these earlier graduates who, coming back at the annual commencement season, are eager to get all the help they can at that time. We have many gratifying expressions from graduates who are organizing school libraries."

Missouri during the present year has taken an advance step in establishing a State Library Commission, created a department of library and school cooperation which shall provide instruction in library methods in the normal schools. There is, of course, as yet no definite account of their plans.

The N. E. A. has for two years been working on the problem of library instruction in the normal schools and in 1906 published a hand book for the use of normal school librarians in giving such a course of instruction. The committee on library and school cooperation of the American Library Association is making an investigation in the normal schools over the country as to whether this hand book is being used this year as a text book in courses of library instruction. Notwithstanding the three hundred letters sent out last February only seventy-one answers have been received. The results show that library instruction is being given, besides those in Michigan and Wisconsin, in the following normal schools:

Bloomsburg, Pa.

Winona, Minn.

Los Angeles, Cal.

Chico, Cal.

The State Normal University, Normal, Ill.

Southern Illinois Normal University, Carbondale, Ill.

Terre Haute, Ind.

Emporia, Kan.

Cedar Falls, Iowa.

Geneseo, N. Y.

Of more value than general statements and theories, is the record of actual

experience in working out such a course in a normal school. After experimenting with short courses in the normal schools of Indiana and giving general talks at teachers' and library institutes, it was a great opportunity to have an entire year with the students of a normal school. In the Geneseo Normal School last year a required course of instruction was introduced for the senior class. This course consists of one lesson a week during the last term of twenty weeks for each senior class. Most of the students of the normal school come without any experience in using a library. They have never been trained to get information quickly from books and to use the tools and indexes of the library in looking up material on a subject. The aims of the course are:

1st. To familiarize the student with the arrangement of the library and reading room and with the keys to an intelligent use of each.

2nd. To acquaint him with the best books for supplementary reading in the grades that he may be able to select the books for a class room library.

3rd. To prepare him for administering a school library and teaching pupils to use it intelligently.

The following instruction is given:

I. Arrangement of reading room and library with the location of different classes of magazines, back numbers of magazines, bound magazines, children's books, etc.

II. Arrangement and use of the card catalog.

III. The use of the indexes to periodical literature.

In connection with this work each member of the class is assigned a special topic for research and required to exhaust the resources of both normal school and public libraries both in periodical literature and in books. The topic assigned is some subject in geography or history taught in method classes or in the regular work of the model school. The bibliography is expected to be made according to standard form and arrangement.

IV. The intelligent use of a single book.

Attention is called first to the title page and the information one gets from it, the significance of author, publisher and date. The significance of preface and the arrangement and use of the table of contents and index are given.

After these lessons have been given, the members of the class go into the grades of the model school and into the high school classes to give practice lessons. The lessons given in the normal and high school are on the arrangement of the reading room and library, the use of the card catalog, and periodical indexes. The lessons in the grades are on the proper treatment of books, how to open a new book correctly, and how to use the index and title page. The eighth grade is also given a lesson on the use of Poole's Index and the Reader's Guide as the class does some reference work in history, and they are given a trip to the public library in small groups and a lesson is given there on the use of the card catalog. The subject matter of the lessons in the different grades is not the same nor is the manner of presentation. In the first four grades, little is given except how to treat books and how to open new books properly, and the lessons are made interesting by personifying the book and using the story form. These lessons are not given mechanically but when the occasion arises, for example, the morning at chapel exercises when new song books were distributed, directions were given for opening them correctly and each child opened his own book without breaking the back.

V. Selection of children's books.

Librarians usually say of teachers, that they know more of psychology and method than they do about the inside of books for children. Such a quantity of books are on the market that are made to sell, that the selection of children's books is one of the greatest problems to the teacher. There are picture books poor in line and color, and vicious in sentiment, and ruined by silly jingles; collections of verse that are not poetry at all, only cheap sentiment in rhyme; fairy stories that are a jumble of impossibilities from beginning to end, without the flavor of the good old fairy story; nature books that are weakened by the elements of personification and fairy story; and books of fiction that teach children to despise their elders. One who does not have some principles of selection and does not know some of the best lists of children's books is helpless. Problems are assigned which acquaint the seniors with these best lists, graded, classified, and lists on special subjects such as story telling, Christmas buying books, and the anniversaries.

Besides familiarizing students with these helps in the selection of books, different classes of books are discussed and principles given to guide in their selection. In picture books, for example, the class is shown some exquisite editions illustrated by Howard Pyle, Walter Crane, Jessie Wilcox Smith, and others, and the genuine work of these illustrators is compared with some of the cheap imitations and with picture books of the Sunday supplement type.

Another problem is the selection of pictures suitable for the walls of the different grades, and also of the cheap prints, Perry Elson, etc. to supplement the work of each grade. Suggestions are given for the selection of pictures and for classifying, arranging, and indexing such a collection of miscellaneous pictures for school use.

VI. Technical instruction on the administration of a school library.

Almost no technical instruction has been given yet, as class room libraries could not be purchased for the model school. The plan for this year is to give seniors actual practice in accessioning, labeling, mending, classifying devising charging system, etc., for these class room libraries, as preparation for administering their own school libraries when teaching. The difficulty here is in the supervision and revision of work with a class consisting of perhaps 100 members.

The course so far is only preliminary but enough has been given to show the need for just such instruction. Experienced teachers in the training class have heard for the first time of periodical indexes; they have gotten the idea of how to investigate a subject, which will make them at home in any library, and they have been made acquainted with helps in selecting books of which they had known nothing. Time and available material have been saved by the students because they have been taught to use reference books and the index of a single book. If they have learned nothing except that the library is a quiet laboratory for work and research, the normal school will have accomplished a part of its duty toward the coming teachers of the State.

The last topic of the paper is some observation and conclusions as to a course of library instruction in the normal schools.

My first conclusion is that in introducing this work into the normal schools it is necessary first to create an interest in the subject by popularizing it. The librarian is likely to fail in seeing the teachers' point of view. She over emphasizes the technical side of instruction and fails to modify her

elaborate system of classification, accessioning, charging, etc., to meet the need of small school libraries. As the president of the library section of the N. E. A. said two years ago, the schools need simplified methods in taking care of school libraries. Teachers are overwhelmed by the technical detail. This difficulty will be met by offering two courses in library methods—one, a required course consisting of work on the selection of children's books and the use of the library and of reference books, and the other, an elective course for those who may have charge of school libraries and need technical instruction on how to care for and manage a school library. Or, in beginning the instruction, the work on children's literature may be emphasized and the technical work so simplified that it will be of value for every teacher.

A second conclusion, arrived at from actual experience, is that it is impossible for the librarian to properly administer the normal school library and at the same time give a course of instruction to a large class and supervise their practice teaching and practice work done in the library. Either there must be an assistant who will take charge of the technical detail, or an instructor must come in from outside to give the course in library methods. The librarian of the normal school must, of course, have had technical training in order to give the course of instruction. In Wisconsin the course is given by the regular librarians, and in Michigan, although the librarians are in most cases trained, instructors in library methods are sent from the State Library.

A third conclusion is that a course of library instruction is mechanical unless the teachers of the normal school faculty cooperate heartily. Unless the head of a department is a learner and has the spirit of research he cannot lead students to sources of information. It is rather hopeless for the librarian to acquaint students with Gordy and Twitchell, Pathfinder to American History, when the book is not known by the critic and method teachers, and pupil teachers have never referred to it for actual use in school work. It is also rather hopeless to call attention of pupil teachers to a well edited story of Ulysses when a cheap, poorly written edition is used in the training school. As yet, one drawback in this work is the lack of understanding as to what the course means, by teachers who do not yet appreciate its necessity. This lack of sympathy is to be expected. For the most part, those who fail to understand the work have not themselves known the advantage of a library and do not realize the value of knowing how to look, where to look and how to use the tools of the library in getting information.

And now, in brief, the conclusion to the whole matter is this—for thirty years we have been hearing about "the chasm between the library and school." During recent years the library has done much to bridge one end of the chasm. From the educator's point of view, the psychological moment has come for the school to build its end of the bridge and the educational world is awaiting the state or the individual that can elaborate a successful scheme.

In New York state the educational department has prescribed a course of study for the normal schools. Never before were the requirements so high. The students this year, for the first time, are of college grade, and the course of study demands research work. The methods work cannot be taught now, as it was a few years ago, by means of one text book which the student is expected to own and master, the teacher providing the other necessary information. There was a day when school work consisted in mastering the text book. Now, it is the subject, not the text book, that

is to be learned. The student learns by the inductive method and must know and compare sources and draw his own conclusions. How is this research work to be done if the use of the library is not taught in the normals? Unless the student knows the indexes, short cuts, and sources of the library, he loses time and is helpless.

The State Department has provided, further, a course of study for the elementary and high schools. Here, also, books for supplementary reading, and study are required. How are teachers to use these books unless, somewhere, instruction is given to acquaint them with the books? How can they lead children to use books which they themselves do not know? The new requirements of the State Department have revolutionized methods of study and have introduced a laboratory method of study and teaching. This new course of study is an admirable piece of work. But how, under the existing conditions, can such a course be carried out? Will not the plan defeat itself unless library methods are introduced to make such a course possible?

WESTERN STATE NORMAL SCHOOL, KALAMAZOO.

ESTHER BRALEY, INSTRUCTOR.

A class of 17 in elementary library methods was organized in the Western State Normal School on June 24-26, 1907. The first class hour was used for a general outline of the subject and discussion of the course.

Accessioning was begun on June 27, but postponed until after the course given by Miss Sawyer on reference work, June 28-July 4. On July 5, accessioning was continued; on the 8th, classification was taken up, and continued until the 10th, when Miss Mendenhall began her lectures on children's reading.

On July 18, classification was resumed and the assigning of book numbers taken up and continued with the work in cataloging, which occupied the rest of the time, except for two talks on the makeup of the book-paper, binding, repairing, etc., and on the use of pictures and other helps.

Two members of the class took the work with out asking for credit; two were obliged to leave before the term was completed, and one dropped out of the course, so that 12 were given credit, and of these, 10 received certificates.

NORTHERN STATE NORMAL SCHOOL, MARQUETTE.

OLIVE C. LATHROP, INSTRUCTOR.

The introduction of a course in library work in the Northern Normal is progressing slowly, perhaps, but surely. Library conditions in the Upper Peninsula are so different from those in the Lower Peninsula that they have effected the popularity of the course at the Normal. This may be accounted for by briefly explaining the educational system in the Upper Peninsula. Here the township rather than the district system of schools prevails, and there are correspondingly township rather than district school libraries. This system was in use in the Lower Peninsula from 1837-1859 but was found unsatisfactory and the district system was adopted. The Upper Peninsula, however, still clings to the township system. This keeps the books at a distance from the remote parts of the township, making them

inaccessible, and consequently less frequently used. Statistics gathered last year show that where the township library accords with the township school unit it was successful, but in other instances the distance made it useless. In one county 60 per cent of the schools were not provided with books, while for the whole peninsula there are less than 25 libraries in each county. This condition depends to a great extent upon the sparsely settled country and the large foreign element. The greater part of the parents of the school children do not read, and scarcely speak English. The only reading these children get is in school, and until the last few years no effort has been made to interest the children in books. For several years, however, the Northern Normal has offered a course in children's literature, which is doing a great deal to familiarize the foreign born students with the classics. All these conditions have made the establishment of such a course as the commission offers a slow process, for coming as many do from districts where library privileges have never been enjoyed they cannot be expected to see at once the advantages to be derived from the course.

The most of the time this summer, aside from the hour given to class work, was spent in arousing interest in library matters. Six weeks credit was allowed in the Normal, so that but one hour's recitation with outside preparation was required. This left most of the day for explanation and advertising. The room was kept open all day, and many students were interested in the books and equipment. The special lectures were given in the Assembly Hall and were open to all. They were well attended, and were instructive.

The course as given to the class covered much the same ground as last year. Accessioning, classification and book numbers occupied the first two weeks; cataloging, including simple author, title and subject entry, and analytical work, the second two weeks, while the last two weeks were given up to the special lectures.

Miss Salisbury gave five talks on reference books, and one on binding and repairing. In these she took up reference books in order, giving dictionaries, and encyclopedias one day; year-books, almanacs and other statistical books the second; biographical reference books the third; debate books, and literary reference books the fourth; periodicals and U. S. government documents the fifth.

Following her Miss Mendenhall gave five talks on children's books, their illustrations and illustrators; selection of children's books; lessons to teach children the use of books, and lists from which to select children's books.

The course closed in a much more encouraging manner than it began, promising a larger attendance next year."

CENTRAL STATE NORMAL SCHOOL, MT. PLEASANT.

RUTH M. WRIGHT, INSTRUCTOR.

The second session of the library methods course was given in the Central State Normal School at Mt. Pleasant during the summer term, June twenty-fourth to August second, 1907. All funds and supplies necessary for the work were furnished by the State Board of Library Commissioners and the work was done under their direction.

The class met in a room directly off the normal library where temporary shelving and desks had been arranged. Complete sets of library tools were on exhibition here throughout the term. The working class room library consisted of three hundred volumes of children's books selected from model collections and with great care as to edition. There was also a collection of the reference books most necessary for a school library, a collection of picture and illustrated books showing the work of good and poor illustrators of children's books, two graded libraries of fifty volumes each arranged by school grades, and a large collection of lists and catalogs helpful in book selection. The picture collection was much enlarged this year and proved of much interest. There were catalogs and pictures from the principal picture dealers and a collection of postal cards.

There were twenty-three students enrolled for the library methods course. The class was divided into two sections and each section gave two hours of class room time each day. The first hour was taken for discussion and the second hour for practical work by the students with the books in the working library of the class room.

The great problem of the technical instruction was to simplify sufficiently so that the detail of the work would not be too great a tax on a teacher librarian's time. Accessioning, classification, and cataloging were modified and adapted to meet the needs of school libraries. Miss Salisbury's "Library methods for school teachers" was used as a text book, supplemented by several leaflets printed by the Commission. A summary of hours spent on technical work in the class room follows:

Accessioning.....	4 hours.
Classification.....	6 hours.
Book numbers.....	} 8 hours.
Shelf-listing.....	
Labeling.....	
Cataloging.....	17 hours.

The students commenced their work with accessioning and in this subject were let to the intelligent use of a title page, and were made acquainted with the most common terms used with books, and with capitalization. This was the foundation for later work and accounts in some part for the relatively large number of hours assigned to the subject. A modified Dewey Decimal classification was studied by the class as a whole, from leaflets, and several were able to do a number of hour's work from the abridged edition of the regular classification. Cataloging was simplified to as great a degree as it could be and still include simple subject entries and analyticals, which seem of special importance in the small library. Each student was required to complete a dictionary catalog, illustrating all catalog rules studied.

The reference work was given by Miss Ethel R. Sawyer of the State Normal School at Stevens Point, Wisconsin, and included the following talks followed by practical work by the students in working out assigned problems: Reference books most helpful for a school library, with notes; Periodicals and their indexes; Government and state documents; Indexes, bibliographies and helpful lists; How to use reference books. Several not in the regular course came in for Miss Sawyer's work.

Miss Ida M. Mendenhall, Librarian of the State Normal School at Geneseo, N. Y., had charge of the work in children's reading. From fifty to a hundred were in attendance each day and from the interest and appreciation shown

there is little doubt that more extensive work along this line would be helpful. Miss Mendenhall spoke on the following subjects: Some lessons to give to students on the use and treatment of books; Helps in selecting children's books; Picture books and illustrated books; Pictures and their use; Selection of special classes of children's books.

The following subjects were taken up in class during the term: Book selection; Library law and monies; Traveling libraries; Work of the State Library and Library Commission; Library supplies.

In giving our first course in 1906 the work was largely experimental, no credits were allowed and only one hour of class work could be required each day. This brought into the classes the institute students who were not working for credit and a few others who could afford the time and wanted the work. One hour of time for a term of six weeks crowded the work and a no credit course is difficult to manage. However, it was felt that every student in the class had learned much about the use of books and the library, and many had acquired a good foundation for library administration. With this year, we were allowed twelve weeks' credit, which means two hours of class room work each day and additional work to be prepared outside. The students who took the course under these conditions were students with good foundations and were able to do as thorough work as any in the normal. Several in the class were in charge of school libraries of from eight hundred to twenty-five hundred volumes and were most anxious to get the technical instruction in library administration. Others in the class with no libraries to administer needed book selection, children's reading and work along these lines emphasized. The greatest encouragement in the work came from teachers who had met with problems in book buying and book selection, had found libraries to administer and had tried to work out for themselves helpful records and arrangement.

From my two year's experience with the work at Mt. Pleasant, it seems to me that we have a call for two distinct lines of work and are meeting only one. It would seem that the work would best meet the needs of teachers if two courses could be offered. One a six weeks' credit course for grade and rural teachers, to cover besides work in book selection, reference books and children's reading, lessons on the practical use of the library. This would include a working knowledge of the classification from the student's point of view, an understanding of the arrangement of the card catalog and a knowledge of other short cuts and indexes to the library's resources. The other course to be a twelve week's credit course including besides the work given in the six week's course, technical instruction in library administration for the benefit of teachers in charge of school libraries.

SPECIAL COURSE IN LIBRARY AND SCHOOL COOPERATION.

By IDA M. MENDENHALL, LIBRARIAN OF NORMAL SCHOOL,
GENESEO, N. Y.

Since the library has become the supplement of the school course of study and the necessary laboratory of teacher and student, instruction in the schools on the use of the library is indispensable. But as yet, teachers have not been taught to use the library in its modern development or to lead pupils to use it. One of the greatest needs of normal and training schools is that instruction shall be introduced in the use of the library.

The aims of this short course were:

1st. To acquaint teachers with indexes and helps that are invaluable in teaching.

2nd. To suggest helps in the selection of books for children.

3rd. To suggest how to make the school library valuable and lead pupils to an intelligent use of books.

OUTLINE OF COURSE.

I. Lessons on the use and care of books, to be given pupils during the school course.

1. Care and treatment of books. How to open a new book correctly, etc.
2. Intelligent use of a book.
 - a. What may be learned from title page.
Full title, information about author, publisher, and date.
 - b. What may be learned from preface, table of contents, etc.
Aim and scope of work, subdivisions of subject.
 - c. Use of index.
3. Use of card catalog as the index of library.
4. Use of periodical indexes.
5. Use of reference books.
6. Getting together material on a subject and making a bibliography.

The subject matter of lessons for the different grades should not be the same, nor the manner of presentation. In the first four grades little can be given except how to treat books, and the lessons can be made interesting by personifying the book and using the story form. These lessons should not be given mechanically, but when the occasion arises—for example, when new books are first distributed to the class, directions may be given for opening them correctly, that each child may open his own book without breaking the back. The lessons on use of index, use of card catalog, etc. may be given in the higher grades, and the making of a bibliography, in the high school.

II. Helps in the selection of books for the school library.

Graded lists of books.

Classified lists.

Lists on special subjects, as story telling.

III. Principles to guide in selecting books for children.

Collections of poetry.

Nature books.

Fairy tales, etc.

Some of the best books in each class were discussed, and they were compared with some cheap, worthless examples, thus giving a standard in selecting books.

IV. Picture and illustrated books.

Value and use of picture books.

Some best illustrators.

Use of the illustrations for friezes.

Some exquisite editions illustrated by Howard Pyle, Jessie Wilcox Smith and others, were shown the class, and the work of these illustrators was compared with some of their cheap imitations and with picture books of the Sunday supplement type.

V. Use of pictures in school work.

1. Selection, classification, arrangement of a miscellaneous collection of pictures for use in supplementing work in history, geography, etc.
2. Sources for obtaining such pictures.
3. Pictures suitable for school room decoration.
4. Use of pictures for bulletins.

There was general interest in these talks and they were attended by many outside of the regular library classes. In one school the head of the English department arranged for her class in reading methods to take the course as a part of its regular work, and the students were required to take notes and report upon the work. Some of the critic teachers of the training school took the work and spent considerable time in examining the books, copying lists, etc. School superintendents, and visiting teachers came in to some of the lessons, and said that they had been looking for just such help for years. In another school the kindergarten classes and students taking the course in children's literature attended most of the lessons as regular work. The attendance at the classes varied from the regular library class to three hundred. The eagerness of both the regular normal teachers and the teachers to get help, shows the need of such instruction and its value.

SCHOOL LIBRARIES.

SPECIAL COURSE, GRACE E. SALISBURY, LIBRARIAN OF NORMAL SCHOOL,
WHITEWATER, WIS.

On July 17, 1907, the first of a series of lectures on School Libraries was given at the Marquette State Normal School. It was on practical book-binding; the mechanism of the book being first discussed, and then its relation to the school teacher or librarian who must purchase books and must also consider the question of repairing and rebinding worn books. This lecture was followed by a series on reference work; dictionaries, encyclopedias, annuals, hand books, etc., being discussed as to their relative values in the school and also as to editions, prices, etc. One talk was given on periodicals and public documents; especial attention being called to proper selection and the means of acquiring.

The attendance at the lectures was good considering the fact that there were only four students taking the library course, and that there were other lectures being given in connection with the summer school which were of a more popular nature. The interest shown by those attending the lectures was very encouraging. The questions and problems brought to the lecturer

each day for personal discussion, especially by teachers from the rural districts, seemed to indicate a great ignorance concerning library problems, due to the lack of libraries, school, public or otherwise, in that northern country; but it also seemed to indicate a growing interest in those problems and a strong desire for aid in their solution. There seemed to the writer, who was making her first visit to the Northern Peninsula, to be a cry, "Come and help us." It seemed to her that this cry had its origin in the library work already attempted by the State Library in its summer courses.

Michigan's method of introducing library methods into the normal schools of the State is somewhat unique, and is still more or less in the nature of an experiment, but it seems to be decidedly along the right lines in that it reaches not only students who are to be teachers, but those summer school students who have been teachers and therefore understand school problems, and who expect to return to teaching at the close of the summer, taking with them as a result of this library course, a new enthusiasm, and added knowledge as to the possible work with books even in isolated rural districts.

USE OF REFERENCE BOOKS.

SPECIAL COURSE BY ETHEL R. SAWYER, LIBRARIAN NORMAL SCHOOL, STEVENS POINT, WIS.

In the week assigned for this special work in each school, I aimed to touch at least upon the following subjects:

Reference books in general—their character; marks of a good reference book, etc.

Special reference books—Their scope, and purpose. For the study of this topic we used the reference list provided by the State Board of Library Commissioners, supplementing the notes dictated, by practical problems with the books themselves.

Government publications—How to obtain them, how to care for them, which sets would prove most useful to small libraries, and the general scope of such sets.

Indexes—General purpose of, marks of a good index, special indexes and their scope.

I also touched briefly upon book selection, considering some of the best aids in the shape of annotated lists, bibliographies, etc.

The interest shown in the work in general indicated a sincere desire to know books as tools, not merely as companions of an idle hour. Such an intelligent appreciation of the real business of a librarian will do more than anything else to place the profession on its proper basis, and to promote the spirit of intelligent inquiry and ready helpfulness that every librarian desires to see exhibited between herself and the rest of the public, especially the teaching profession.

As to the value of such work in a state, there can scarcely be two opinions about the matter. There is no daily business at the present time that can afford to be independent of the latest information as to its development. Surely, one should have at least an elementary knowledge of such essential tools. I know of no profession that cannot be benefited by reference to a good library; and certainly the more one can know of the mechanics of

a library, the more intelligently one can use it. The movement for more general library instruction will, I think, prove one of the most important advances along educational lines.

ASSOCIATE LIBRARIES.

BATTLE CREEK PUBLIC SCHOOL LIBRARY.

The Battle Creek Public School Library started as a district library; was afterwards given to the public schools and placed under control of the school board. In 1875 Henry B. Denman left the sum of \$10,000 to the library as a permanent fund, the interest of which is to be spent for books only. All other expenses such as salaries, light, heat, etc., are paid from the general school tax. In 1893, the library was reclassified according to the Dewey system. In April, 1905, the library was moved from its old quarters in the high school building to its own building given by the late Charles Willard and known as the Charles Willard Memorial Library Building. The library has been given the classical library of the late George Willard, numbering some 200 volumes.

BAY CITY PUBLIC LIBRARY.

The library had its beginning in a library association. In 1877 the association offered to give its collection of about 3,000 volumes to the city for a free public library if the city would assume the management and support. The offer was accepted by the city, and the Bay City Public Library was the result. The library contains a special collection of Americana. There is a fairly good collection of early travels and histories.

BAY CITY SAGE LIBRARY.

Previous to 1884 the public library here was the Wenona School District Library. The Sage Library was dedicated January 16, 1884. The late Mr. H. W. Sage, of Ithaca, N. Y., presented the city with the three-story building, the grounds, a city block, and \$10,000 in money for books, with the condition that the city provide a like amount.

CHARLOTTE PUBLIC LIBRARY.

Was established by an ordinance passed by the common council, under the State law, on the 29th of November, 1894; and at the same time the mayor, with the approval of the common council, appointed a library board of nine members. On the 6th of May, 1895, the council directed that a half mill tax be levied on the assessed valuation of all taxable city property for the benefit of the library. With this sum, amounting to about \$1,090.00, the ground floor of a small store in one of the business blocks was rented, necessary furniture and fixtures secured, a librarian and janitor employed, and a library of 910 volumes purchased in addition to a loan of 599 volumes from the public school library. In return for this loan teachers of the public schools have the privilege of drawing an unlimited number of books for the

use of their pupils. The library was opened to the public on the 18th of January, 1896. In 1899 the Charlotte Library Association (which was the pioneer library organization of the city) turned over its books to the city, as a loan. Of these 1,678 volumes are now in circulation. The school library loan has been increased to 862 volumes and with the purchases, which the library board has annually made, nearly 6,000 volumes are now on the shelves of the public library. These are all classified according to the Dewey decimal system. In January, 1902, the board appointed a committee to ascertain what steps should be taken to obtain a gift from Mr. Carnegie for a library building. After a brief correspondence Mr. Carnegie made a gift of \$10,000, which was afterwards increased to \$12,000. This building was dedicated in November, 1903.

GRAND RAPIDS PUBLIC LIBRARY.

The Mercantile Library Association was formed in Grand Rapids in 1858. About 1861 the association gave its books to the Board of Education, District No. 1. In 1871 the Ladies' Reading Club united their library, called the City Library Association, with the school library, which is really the beginning of what is now the Grand Rapids public library. The Grand Rapids public library consists of the Ryerson library building, donated by Martin A. Ryerson, of Chicago, Sigsbee school branch library (a room furnished by the Board of Education in Sigsbee school, and equipped with books, periodicals, and a librarian by the Board of Library Commissioners); Bissell House library (a room in a settlement house where the library furnishes only books, periodicals, and librarian). A west side branch library building is nearly ready for occupancy and two additional school branches similar to Sigsbee school will be occupied by November, 1907. The library has stations in thirty-three ward schools. It also maintains a system of traveling libraries, courses of free lectures, art exhibits, etc.

HARBOR SPRINGS CHRISTIAN ASSOCIATION LIBRARY.

The Harbor Springs Christian Association library is the outgrowth of a public reading room for young men of the village opened in September, 1894, through the efforts of Mrs. George H. Smith, of Detroit, and others. A building was purchased for \$100 and the lot leased. Three officers were elected and a committee appointed. The room was open from 4 to 9 p. m. every day. Every summer our resort friends have given money, magazines which they have read through the summer, and books. September, 1899, 306 books had accumulated and they were classified and catalogued under the Dewey decimal system. In 1903 the lot was purchased and an association and incorporation were effected. In 1904 a larger lot was purchased and paid for through the generosity of the village people and the summer friends and now the foundation is being built for a two story brick building, the first floor to be rented and the second to be used for the library. This library property and books are the gifts of many people from many states. February 22nd has come to be a great event, when each year the village people give money and books for this library.

HILLSDALE COLLEGE LIBRARY.

In 1874 the greater part of the college building was burned to the ground. Up to that time the five literary societies had each maintained a library. After the new buildings were erected these five libraries were brought together and organized into the college library under the management of a committee of three chosen from the faculty, all being under the government of the trustees of the college. In 1900 the library numbered 9,000 volumes. Through the influence of Judge W. E. Ambler, chairman of the board of trustees, we have had a great many gifts. Mr. Ambler's gift of 3,000 books is called the Ambler Alcove. There are now 600 volumes unpacked. He also purchased a library of book rarities which he has presented to the college. These are shelved but not accessioned. They number 900 volumes.

HUDSON PUBLIC LIBRARY.

A few years ago some person, interested in having a library in Hudson, wrote to Mr. Carnegie, asking him for a gift. The sum of \$10,000 was given by him and a very pretty building put up. Mr. and Mrs. Stowell gave one thousand volumes, Mr. Edward Frensdorf and the Boies State Savings Bank made some smaller gifts, and other persons have given books for the library. Some books were transferred from the school libraries, and some have been bought from the money appropriated by the council for library purposes. Because of some trouble in the council last fall, no library appropriation was made, and as an unfortunate result the library was closed from January 5 to April 6, the best part of the year.

JACKSON FREE PUBLIC LIBRARY.

Jackson Free Public Library was formed by uniting the Young Men's Association library with the books received from the school libraries of districts No. 1 and No. 17. The public library has always been housed in rented quarters until one year ago, August 20, 1906, it took possession of its new Carnegie building.

KALAMAZOO PUBLIC LIBRARY.

Kalamazoo Public Library started as a school library, and in 1873 was made a public library, but has always remained under the control of the board of education. In 1892 Dr. and Mrs. E. R. Van Dusen offered the city \$50,000 for a library building if the city would furnish the site and furnishings. This offer was accepted, the site purchased and the building erected. It cost the donors nearly \$60,000 before it was finished. The library was moved into the completed building in May, 1893.

MENOMINEE SPIES PUBLIC LIBRARY.

The library was begun under the township library law. The grounds, buildings and furnishings were the gift of Mr. A. Spies of this city. He has also given generously for the purchase of books.

MENDON FREE PUBLIC LIBRARY.

Mendon Township Free Public Library was organized April 25, 1889. The first books (197 volumes) were a gift from the Ladies' Library Society of Mendon. Books have been purchased annually until now the number is nearly 6,000 volumes. Rooms were rented until May, 1906, when the library was moved into the new \$10,000 Carnegie library building, which is a model of comfort and convenience as well as beauty. Thirty-two magazines are received monthly; these are circulated the same as books, except for a shorter period.

MT. CLEMENS PUBLIC LIBRARY.

Mt. Clemens Public Library was started in 1865 or 1866 by Prof. Wood. Its growth was gradual until its removal from the schoolhouse building to the basement of the courthouse about 1890. It was moved to the Chamber of Commerce building where it remained until its removal to the handsome quarters in the building erected during 1904 with funds provided by the Hon. Andrew Carnegie. The site of the library was purchased by the city for \$5,500 and the building and equipment cost about \$19,000. The late Hon. Edgar Weeks gave about 1,500 public documents to the library.

MUSKEGON HACKLEY PUBLIC LIBRARY.

The Hackley Public Library was the gift of Charles H. Hackley to that city. It is incorporated under the public school charter, the board of education acting as trustees. The corner stone of the building was laid May 25, 1889, and the completed building opened to the public October 15, 1890. Mr. Hackley's original gift was \$125,000.00 of which about \$9,000 was spent in the purchase of books; the remainder, on the building and the furnishings. In 1902 a new stack room was added at a cost of \$50,000. The library is endowed by Mr. Hackley for \$275,000.

NILES PUBLIC LIBRARY.

Niles Public Library was, previous to November 17, 1904, a small subscription library, conducted under the name of the Ladies' Library Association. This organization applied to Mr. Carnegie for a gift of \$15,000. The amount was donated after a site had been secured by subscription of private individuals, and after the council had agreed to give \$1,500 per year for maintenance of the library. The ladies' library and most of the books in the school library were transferred to the public library in 1904. During 1906 and 1907 the books from Niles township and Howard township libraries have been added to the public library collection.

OWOSSO LADIES' LIBRARY.

The Owosso Ladies' Library Association was organized May 5, 1867. The women forming this association received from a former literary society a small sum of money; and, from the citizens of Owosso, 48 volumes. This was the nucleus around which was to gather the material for a public library. The forming of the association took place at the home of Mrs. Ebenezer

Gould, and for a year she generously gave the use of some of her rooms to the public one afternoon each week. Later, rooms were rented in the business part of the city. Not being an endowed institution the association has depended entirely upon the personal exertions of a few devoted women, who from the beginning of its existence labored to advance its interests, and promote its aims. Its income is from dues, fines, money received from entertainments, and interest on moneys invested; also, annual gifts. In the early history of the association Gov. Bagley sent an annual gift. Later, Mrs. Julia F. Shaets, of Owosso, has given a stated sum annually. Gifts of money have been received from other citizens at various times. Gov. Bagley, Mr. E. O. Dewey, Mesdames Church, Todd, Osborn, Shaets and Gould have each given a large number of volumes to the association. In 1870 the library was granted a charter under the laws of the State. At the end of thirty years a new charter was granted. In 1876 Mr. O. L. Williams presented the association with a fine building lot. This lot was later sold. The library comprises a great variety of books, fiction predominating. The general literature has been selected with care and embraces a wide range of authors and subjects. During the forty years of the life of this association many valuable coworkers have been taken from us by death. Among those who were most prominent for their services in, and devotion to the library interests were Mesdames C. H. Hathaway, R. L. Stewart, E. Gould, Rebecca Williams, Ella Osborn, V. Graham, A. J. Church, and E. A. Todd. These ladies were unsurpassed in the spirit of helpfulness and zeal in the work of the association, and the places they have left vacant cannot be easily filled.

SAGINAW E. S. PUBLIC LIBRARY.

The East Saginaw Public Library was established in 1862, with C. K. Robinson as the first librarian. In 1875 the Young Men's Library Association and the Young Ladies' Library Association were consolidated with the public library. The books of the combined libraries were then given to the board of education on condition that the library should always be free to the public. When the east and the west sides were consolidated the name of the library was changed to Saginaw East Side Public Library. The school system was not consolidated; therefore, only residents of the east side may draw books from this library.

SAGINAW HOYT PUBLIC LIBRARY.

Jesse Hoyt, of New York, was much interested in the founding and development of East Saginaw. When he died in 1882, he left a legacy of \$100,000 for a library—fifty thousand being intended for "a suitable and substantial building," and fifty thousand for books—stipulating that the library should be organized for the "lasting benefit of the people." In accordance with his wishes it was made a free public library for study where everybody should be welcome. It was opened in January, 1891, with 18,000 standard volumes. The first year 19,000 volumes were given out to students; and last year, more than 56,000, showing that since opening the use of the library has trebled. The Hoyt family, of New York, has generously added \$45,000 to the original fund.

SCHOOLCRAFT LADIES' LIBRARY ASSOCIATION.

Schoolcraft Ladies' Library Association was organized in 1879, and has always had a literary club in connection with the library; in fact, a great number of the books have been purchased as they needed them in their literary work. A building was erected in 1896. The entire sum was raised by subscription, the members and their friends donating liberally. A great many of the donors were former residents of the place. The late James H. Bates, of Brooklyn, N. Y., Dr. Edward M. Brown, of Cincinnati University, and many others. Mr. Bates has also given us many valuable books and pictures.

STURGIS CITY LIBRARY.

Sturgis City Library—The library was first organized as a private library in 1871. In 1873 it was donated to the city and reorganized as a free public library for city and township. In 1885 the city bought out the township and it has been owned and controlled by the city since that time. Township residents pay one dollar per year for drawing books. The building is rented. Three of the members of the city council are appointed as a library board.

THREE RIVERS PUBLIC LIBRARY.

Three Rivers Public Library was established through the efforts of interested citizens and has been enthusiastically supported since its humble beginning in the Kelsey block, where, in 1887, a few hundred township library books were collected. The library outgrew these rooms and was moved to the second story of the State Savings Bank building, where it remained until 1905, at which time it was moved to its present home on Main street in a beautiful stone structure, the gift of Mr. Andrew Carnegie, built on a centrally located lot, also a gift by Hon. W. Willits. The growth of the library and of library enthusiasm among the taxpayers is due in a great measure to Hon. E. B. Linsley, president of the board of directors since the beginning, Mr. and Mrs. B. E. Andrews, and Mr. M. J. Huss, who have been untiring in their zeal and helpfulness. The gift of \$12,500 from Mr. Carnegie, which required ten per cent of the gift to be raised annually for maintenance, was no hardship, for more than that amount was being received by taxation. The library hours are from 1 p. m. to 9 p. m. each week day, excepting legal holidays.

TRAVERSE CITY PUBLIC LIBRARY.

Traverse City Public Library originally was controlled by the township, and finally was changed to a city public library. As it grew, the one room where it had been housed became too small and it was moved across the street where quarters large enough to accommodate a reading room was secured. In 1904 it was again moved into a twenty thousand dollar Carnegie building on Sixth street. Mr. L. F. Titus was instrumental in securing the building, and the late Hon. Perry Hannah donated the site. In January, 1906, a library institute was held in Traverse City. Although it was not very largely attended it was of the greatest help and benefit to those who were present. As a direct result of this meeting the librarian was given a four months' leave of absence to go to Cleveland

for work and study there. The first of October, 1906, a branch library was started in the Oak Park school with Miss Della Gillett in charge. The branch is open every day from two to eight and the main library is open twelve hours, from nine to nine. Story hour work for the children was started last fall and carried through the school year. It was very successful and will be continued when school opens in September.

STATISTICS OF

Location.	Name of Library.	Date of organization.	Building rented or owned.	To whom are books loaned.	Population.
Adrian.....	College Library.....	1859	Owned...	Students.....	.....
Albion.....	College Library.....	1860	Owned...	City and college.....	6,000
Albion.....	Ladies' Public Library Association.				
Allegan.....	Township Public Library.....				
Ann Arbor.....	School District.....	1856	Owned...	Residents of city.....	15,000
Ann Arbor.....	University of Michigan.....				
Battle Creek.....	School Library.....	1871	Owned...	Residents of city.....	25,000
Bay City.....	Public Library.....	1877	Owned...	Residents of county.....	45,000
Bay City.....	Sage Library.....	1884	Owned...	Residents of city.....	45,000
Calumet.....	C. & H. Mining Co.....	Sept., 1898	Owned...	School District No. 1.....	
Charlotte.....	Public Library.....	Nov., 1894	Owned...	Residents of city.....	5,000
Cheboygan.....	Public Library.....				
Climax.....	Ladies' Library.....				
Coldwater.....	Public Library.....	Mar., 1881	Owned...	County.....	6,000
Detroit.....	Public Library.....	1865	Owned...	City.....	
Dowagiac.....	Public Library.....	1903	Owned...	City and non-residents..	4,404
Eaton Rapids.....	Public Library.....	Mar., 1882	Owned...	City.....	2,100
Escanaba.....	Carnegie Public Library.....	Mar., 1903	Owned...	County.....	12,000
Flint.....	Public Library.....		Owned...	City.....	14,884
Grand Haven.....	Public School Library.....		Owned...	City.....	6,000
Grand Rapids.....	Free Public Library.....	1871	Owned...	Citizens and non-residents.	95,718
Harbor Springs.....	Christian Association Library.....	Sept., 1903	Owned...	Unlimited.....	2,000
Hartford.....	Ladies' Library Association.....	1895	Rented...	Unlimited.....	1,500
Hillsdale.....	College Library.....	1875	Owned...	City.....	5,000
Hillsdale.....	Ladies' Library Association.....				
Houghton.....	Michigan College of Mines.....	1885	Owned...	College.....	5,000
Hudson.....	Public Library.....	Feb., 1905	Owned...	School district.....	2,600
Iron Mountain.....	Carnegie Library.....				
Ishpeming.....	Carnegie Public Library.....				
Jackson.....	Public Library.....				
Jonesville.....	Ladies' Library Association.....				
Kalamazoo.....	Public Library.....				
Lansing.....	Public School Library.....				
Manistee.....	Public School Library.....	June, 1905	Owned...	County.....	14,260
Marquette.....	Peter White Library.....				
Marshall.....	Ladies' Library Association.....				
Mendon.....	Township Library.....	April, 1889	Owned...	Township and village...	1,657
Menominee.....	Spies Public Library.....	1873	Owned...	City residents.....	11,096
Monroe.....	City Library.....				
Mt. Clemens.....	Public Library.....		Owned...	County.....	9,000
Mt. Pleasant.....	Normal College.....		Owned...	Students.....	
Muskegon.....	Hackley Public Library.....	1890	Owned...	City and township.....	22,000
Niles.....	Public Library.....	Nov., 1904	Owned...	City and township.....	4,800
Olivet.....	College Library.....				
Otsego.....	Township.....		Owned...	Township.....	2,300
Owosso.....	Ladies' Library.....	May, 1867	Rented...	General public.....	10,000
Owosso.....	Y. M. C. A. Library.....	Nov., 1887	Rented...	Members of association..	10,000
Plainwell.....	Ladies' Library.....				
Port Huron.....	Public Library.....				
Saginaw.....	Hoyt Library.....	1883	Owned...		42,345
Saginaw.....	East Side Public Library.....	1862	Rented...	City.....	30,000
Saginaw.....	Reading Club.....				
Saginaw.....	Union School District Library.....				
Schoolcraft.....	Ladies' Library.....	1879	Owned...	Members of association..	859
Sturgis.....	City Library.....	1873	Rented...	City and township.....	4,500
Three Rivers.....	Free Public Library.....	1887	Owned...	City.....	5,000
Traverse City.....	Public Library.....	1860	Owned...	Residents of county.....	9,407
Vassar.....	High School Library.....	1901	Owned...	District.....	3,000
Ypsilanti.....	Ladies' Library.....	1868	Owned...	City residents.....	7,587
Ypsilanti.....	Normal College Library.....				
Ypsilanti.....	Public School Library.....	1849	Owned...	Township and city.....	7,600

ASSOCIATE LIBRARIES.

Bound volumes on shelves.	Unbound volumes on shelves.	Books added during year.	Is library accessioned?	How is library cataloged.	Number of borrowers.	Periodicals subscribed for.	Yearly circulation.
18,021	5,000	527	Yes.....	Card.....	600	12 108	9,000
9,892		628			2,818	29	17,259
22,215		1,371	Yes.....	Dewey decimal.....	7,400	94	83,355
28,890		2,073	Yes.....	Card.....	3,143	49	82,135
30,035	3,500	835	Yes.....	Card.....	2,145	50	41,819
25,484		2,638	Yes.....	Dewey decimal.....	7,000	123	120,973
6,885		500	Yes.....	Dewey decimal.....		20	19,897
17,066		460	Yes.....	Card.....		41	29,926
217,502		10,896		Dewey decimal.....	45,000	786	1,667,355
5,166	309	609	Yes.....	Card.....	2,008	47	21,130
3,187		112	Yes.....	Card.....	1,181	5	5,907
5,144	250	860	Yes.....	Card.....	3,761	42	35,945
10,272		641	Partly.....	Dewey decimal.....	3,765	33	39,853
2,053		451	Yes.....	Printed.....	500		9,564
84,556	20,000	9,781	Yes.....	Card.....	15,176	523	250,576
2,510		313	Yes.....	Dewey decimal.....	700	19	5,276
1,800		125			48		2,150
1,400		800	Yes.....	Card.....	200	74	
21,406		740	Yes.....	Card.....		252	
3,615		187	Yes.....	Dewey decimal.....	2,473	43	14,609
7,459		2,837	Yes.....		3,393	57	54,711
6,000	45	175	Yes.....		900	32	6,839
6,681		823	Yes.....	Dewey decimal.....	2,075	48	26,070
8,157	200	576	Yes.....	Dewey decimal.....	1,426	22	25,076
9,750		1,868	Yes.....	Card.....	1,000	92	60,000
40,471	8,439	1,082	Yes.....	Card.....	3,417	117	65,062
5,929		625	Yes.....	Card.....	2,331	28	19,959
2,382		173	No.....	Listed.....	150		7,864
3,600		102		Printed catalog.....	150		3,707
950					40	42	
28,000		571	Yes.....	Card.....	21,879	125	56,864
16,375	853	661	Yes.....	Card.....	1,975	17	48,362
1,420		7			74	5	629
5,379	67	65	Yes.....	Printed catalog.....		20	9,850
8,680		510	Yes.....	Card and printed catalog.....	3,166		25,656
6,588	1,255		Yes.....	Dewey decimal.....	1,800	54	31,666
1,220			Yes.....	Card.....		4	
6,971		416	Yes.....	Card.....		8	24,451
6,362	363	260	Yes.....	Card.....		19	

STATISTICS OF ASSOCIATE

Location.	Name of Library.	Number reference books used.	Income.	How supported.
Adrian.....	College Library.....			
Albion.....	College Library.....			By college.....
Albion.....	Ladies' Public Library Association.....			
Allegan.....	Township Public Library.....			
Ann Arbor.....	School District.....			Appropriations and fines.....
Ann Arbor.....	University of Michigan.....			
Battle Creek.....	School Library.....		Int. on \$10,000	Taxation.....
Bay City.....	Public Library.....	15,000	\$4,929 51	Appropriations and fines.....
Bay City.....	Sage Library.....	5,643	3,500 00	Appropriation.....
Calumet.....	C. & H. Mining Co.....			C. & H. Mining Co., Sch. Dist. 1..
Charlotte.....	Public Library.....		1,200 00	Taxation.....
Cheboygan.....	Public Library.....			
Climax.....	Ladies' Library.....			
Coldwater.....	Public Library.....		2,287 56	Taxation.....
Detroit.....	Public Library.....	509,383	75,535 71	Taxation.....
Dowagiac.....	Public Library.....	2,309	1,500 00	Taxation.....
Eaton Rapids.....	Public Library.....		950 00	Taxation and rents.....
Escanaba.....	Carnegie Public Library.....	250	4,540 00	Taxation.....
Flint.....	Public Library.....		2,500 00	
Grand Haven.....	Public School Library.....	350	680 00	School funds.....
Grand Rapids.....	Free Public Library.....	9,934	37,524 00	Taxation and fines.....
Harbor Springs.....	Christian Association Library.....	225		Subscription.....
Hartford.....	Ladies' Library Association.....			Fees, etc.....
Hillsdale.....	College Library.....	420	728 25	Endowments and fees.....
Hillsdale.....	Ladies' Library Association.....			
Houghton.....	Michigan College of Mines.....			Appropriations.....
Hudson.....	Public Library.....		1,000 00	Taxation.....
Iron Mountain.....	Carnegie Library.....			
Ishpeming.....	Carnegie Public Library.....			
Jackson.....	Public Library.....			
Jonesville.....	Ladies' Library Association.....			
Kalamazoo.....	Public Library.....			
Lansing.....	Public School Library.....			
Manistee.....	Public School Library.....	632	3,500 00	Taxation.....
Marquette.....	Peter White Library.....			
Marshall.....	Ladies' Library Association.....			
Mendon.....	Township Library.....	1,000	1,000 00	Taxation.....
Menominee.....	Spies Public Library.....		1,939 50	By city.....
Monroe.....	City Library.....			
Mt. Clemens.....	Public Library.....	360	2,000 00	Taxation.....
Mt. Pleasant.....	Normal College.....	180,000	2,000 00	Appropriations.....
Muskegon.....	Hackley Public Library.....	9,313	13,616 70	Endowment.....
Niles.....	Public Library.....	361	1,750 00	Taxation.....
Olivet.....	College Library.....			
Otsego.....	Township.....	50		Fines and appropriations.....
Owosso.....	Ladies' Library.....		Int. on 1,000	Endowment.....
Owosso.....	Y. M. C. A. Library.....	52		Y. M. C. A. funds.....
Plainwell.....	Ladies' Library.....			
Port Huron.....	Public Library.....			
Saginaw.....	Hoyt Library.....	8,000		Invested fund.....
Saginaw.....	East Side Public Library.....	783	2,800 00	Taxation.....
Saginaw.....	Reading Club.....			Fees.....
Saginaw.....	Union School District Library.....			
Schoolcraft.....	Ladies' Library.....			
Sturgis.....	City Library.....	80	800 00	Taxation and fines.....
Three Rivers.....	Free Public Library.....	7,333	2,000 00	Taxation.....
Traverse City.....	Public Library.....			Taxation.....
Vassar.....	High School Library.....	200		Library fund.....
Ypsilanti.....	Ladies' Library.....		1,600 00	Taxation.....
Ypsilanti.....	Normal College Library.....			
Ypsilanti.....	Public School Library.....		725 00	Taxation and fines.....

LIBRARIES.—*Concluded.*

How governed.	If trained librarian what school.	Name and address of librarian.
.....	.....	Mrs. W. S. Fleming, Adrian. Rose Ball, Albion.
Board of education.....	Summer school, Wisconsin.....	Nellie S. Loving, Ann Arbor.
School board.....	.....	Isca Amberg, Battle Creek.
Board of trustees.....	Special work in Boston.....	Mrs. Annie F. McDonnell, Bay City.
Board of trustees.....	University of Illinois.....	Phebe Parker, Bay City.
Officials Mining Co.....	.....	Mrs. E. S. Grierson, Calumet.
Board of nine members.....	.....	Mrs. Geo. Sherwood, Charlotte.
Board of nine members.....	.....	Florence M. Holmes, Coldwater.
Board of Commissioners.....	.....	H. M. Utley, Detroit.
Board of nine trustees.....	.....	Grace Reshore, Dowagiac.
Board of nine members.....	.....	Jeanette Hosler, Eaton Rapids.
Library board.....	Wisconsin Library School.....	Helen D. Gorton, Escanaba.
Library committee.....	.....	Lena E. Caldwell, Flint.
Board of education.....	.....	Isabel M. Thomson, Grand Haven.
Board of library commissioners.....	Enoch Pratt Free Library, Baltimore.....	Samuel H. Ranck, Grand Rapids.
Board of directors.....	.....	Etta Carpenter, Harbor Springs.
Board of officers.....	.....	Mrs. Alice Manley, Hartford.
Faculty board.....	.....	.....
College officials.....	.....	Frances H. Scott, Houghton.....
Library board.....	.....	Mamie E. Havens, Hudson.
.....	.....	C. F. Waldo, Jackson.....
Board of five members.....	Western Reserve University.....	Eliza E. Townsend, Manistee.
Board of directors.....	.....	Mrs. Grace Osgood, Mendon.
Board of trustees.....	.....	Mrs. G. B. Munger, Menominee.
School board.....	.....	Grace L. Farrar, Mt. Clemens.....
Faculty of school.....	N. Y. State Library School.....	M. Louise Converse, Mt. Pleasant.
Board of education.....	.....	Lulu F. Miller, Muskegon.
Board of trustees.....	Illinois State Library School.....	Orrill P. Coolidge, Niles.
Township clerk and school inspectors.....	.....	Minnie L. Hains, Otsego.
Board of directors.....	.....	Francis A. Jones, Owosso.
Association.....	.....	.....
Five trustees.....	Boston Athenaeum.....	Harriet H. Ames, Saginaw.
Board of education.....	.....	Lucy E. Houghton, Saginaw.
Board of managers.....	.....	Mary P. Cobb, Schoolcraft.
Library board.....	.....	Alida Patterson, Sturgis.
Board of directors.....	.....	Sue Imogene Silliman, Three Rivers.
Library board.....	.....	Helen Stout, Traverse City.
Board of education.....	.....	C. S. Paxton, Yassar.
Board of nine members.....	.....	Lucy B. Loomis, Ypsilanti.
Board of education.....	.....	Mildred S. Smith, Ypsilanti.

STATISTICS OF LIBRARIES REGISTERED WITH

Location.	Name of library.	Date of organization.	Building owned or rented.	To whom are books loaned.	Population.
Alanson.....					
Alden.....					
Arcadia.....	School District No. 9, Fractional.....	1872	Owned...	School district.....	57
Armada.....	Armada Free Public.....	Aug., 1901	Rented...	Township.....	863
Ashley.....					
Aurelius.....	Wilcox District No. 3.....	1880	Owned...	Residents of school dis't.	81
Au Sable.....					
Bad Axe.....					
Bath.....					
Bay Port.....					
Belding.....	School Library.....		Owned...		3,654
Belleville.....					
Bellville.....					
Bradyville.....					
Breedsville.....					
Burr Oak.....	Village Library.....	July, 1906	Owned...	Residents of village.....	750
Byron.....	Public School Library.....	1882	Owned...	Citizens.....	450
Caro.....					
Charlevoix.....					
Charlevoix.....					
Clifford.....					
Clinton.....	Union School Library.....	1869	Owned...	Residents of district.....	1,200
Clio.....					
Coloma.....	High School Library.....		Owned...	City.....	900
Coral.....					
Crosswell.....	Public School Library.....		Owned...	Residents of district.....	1,800
Davis.....					
Deckerville.....					
Dundee.....	Dundee Township Library.....		Rented...	Township.....	1,300
Dundee.....					
Durand.....					
Durand.....					
East Jordan.....	Public School Library.....		Owned...	Residents of county.....	2,200
East Tawas.....					
Eden.....					
Ellsworth.....	School District Library.....	July, 1903		Residents of school dis't.	57
Elsie.....					
Farmington.....					
Fenton.....	A. J. Phillips Public Library.....	Jan., 1906	Owned...	Citizens.....	3,000
Flushing.....					
Fostoria.....					
Fowlerville.....					
Frankfort.....	Public School Library.....	Sept., 1898	Owned...	Residents of township...	2,000
Gagetown.....					
Galen.....					
Gaylord.....	School Library.....	1885	Owned...	Pupils.....	2,000
Grass Lake.....					
Hale.....	Plainfield Township.....	1905		Township.....	
Hancock.....					
Harbor Beach.....					
Harbor Springs.....					
Hollywood.....					
Holly.....					
Homer.....					
Horton.....					
Ionia.....					
Ionia.....					
Kalkaska.....					
Laingsburg.....	Langsburg Free Library.....	Jan., 1905	Given...	Township and city.....	800
Lakeview.....					

STATE BOARD OF LIBRARY COMMISSIONERS.

Bound volumes on shelves.	Unbound volumes on shelves.	Books added during year.	In library accessioned?	How is library catalogued?	Number of borrowers.	Periodicals subscribed for.	Yearly circulation.
105		2					
1,314		92	Yes.....	Printed catalog.....	436	10	5,100
270		76		By number in register.....	40		500
450		30	Yes.....			10	
250	5	39	Yes.....	Written.....	92		264
200	10	125	No.....			3	
482		2	Yes.....	Dewey decimal.....	52		115
300		113	Yes.....				
612	200	150			200		4,521
250							
1,000		200	No.....		380		
112					33		155
2,112	1,000	154	No.....	Card.....	490	1	12,356
2,326		225	Yes.....	Card.....	500		2,900
500		50	No.....	By subjects.....	60		
283		160			114		1,785
400		75	Yes.....	Card.....	400	2	

REPORT OF BOARD OF LIBRARY COMMISSIONERS.

STATISTICS OF LIBRARIES REGISTERED WITH STATE

Location.	Name of library.	Number of reference books used.	Income.	How supplied.
Alanson.....				
Arcadia.....	School District No. 9, Fractional.....			Fines, etc.....
Armada.....	Armada Free Public.....	196	400 00	Taxation.....
Ashley.....				
Aurelius.....	Wilcox District No. 3.....	13	15 00	Taxation, fines, etc.....
Au Sable.....				
Bad Axe.....				
Bath.....				
Bay Port.....				
Belding.....	School Library.....		60 00	Library fund.....
Belleville.....				
Bellville.....				
Bradyville.....				
Breedsville.....				
Burr Oak.....	Village Library.....	50		Ladies' club.....
Byron.....	Public School Library.....	75	60 00	Fines and appropriations.....
Caro.....				
Charlevoix.....				
Charlevoix.....				
Clifford.....				
Clinton.....	Union School Library.....			Fines.....
Chio.....				
Coloma.....	High School Library.....	100		
Coral.....				
Croswell.....	Public School Library.....	100		Appropriations and fines.....
Davis.....				
Deckerville.....				
Dundee.....	Dundee Township Library.....			By township.....
Dundee.....				
Durand.....				
Durand.....				
East Jordan.....	Public School Library.....		150 00	Fines and appropriations.....
East Tawas.....				
Eden.....				
Ellsworth.....	School District Library.....	4	9 33	Fines.....
Elsie.....				
Farmington.....				
Fenton.....	A. J. Phillips Public Library.....	646		Taxation.....
Flushing.....				
Fostoria.....				
Fowlerville.....				
Frankfort.....	Public School Library.....	150		Taxation and fines.....
Gagetown.....				
Galien.....				
Gaylord.....	School Library.....		100 00	Taxation and fines.....
Grass Lake.....				
Hale.....	Plainfield Township.....		2 00	Taxation.....
Hancock.....				
Harbor Beach.....				
Harbor Springs.....				
Hollywood.....				
Holly.....				
Homer.....				
Horton.....				
Ionina.....				
Ionina.....				
Kalkaska.....				
Laingsburg.....	Laingsburg Free Library.....			Laingsburg Monday Club.....
Lakeview.....				

STATISTICS OF LIBRARIES REGISTERED WITH STATE

Location.	Name of library.	Date of organization.	Building rented or owned.	To whom are books loaned.	Population.
Lawrence.....					
Linden.....					
Litchfield.....					
Livonia.....					
Manton.....	High School.....		Owned...	Pupils.....	1,100
Marcellus.....	Marcellus Township.....	1905	Rented...	Residents of township...	2,000
Marlette.....					
Mason.....	Public School Library.....			Residents of district....	2,500
Melvin.....					
Merrill.....					
Metamora.....					
Midland.....	Midland Library Association.....	Nov., 1899	Rented...	Unlimited.....	2,800
Morrice.....	High School.....		Owned...	Residents school districts..	485
Muir.....					
Muir.....					
Mulliken.....					
Munising.....					
Nashville.....					
Newaygo.....					
New Boston.....					
New Buffalo.....					
New Haven.....	Big Stone School Library.....	Mar., 1903	Owned...	Residents of district....	
North Star.....					
Oneida.....	Oneida Center.....	Sept., 1899	Owned...	Residents of district....	
Onkama.....					
Ontonagon.....					
Ortonville.....					
Pickford.....					
Pierson.....					
Pigeon.....					
Pinconning.....					
Pipestone.....					
Pittsfield.....					
Port Austin.....					
Port Hope.....	School Library.....		Owned...	Citizens of township....	700
Potterville.....					
Reed City.....					
Reese.....					
Riley.....					
Riverside.....					
Rock Home.....	Rock Home Reference Library.....	1902	Owned...	Community.....	800
Rock River.....					
Rogers.....					
Rose City.....					
St. Charles.....	High School.....	Sept., 1903		Residents of Twp., city..	2,500
St. Clair.....					
St. Louis.....	High School Library.....		Owned...	Residents of county....	2,000
Shelby.....	District No. 6.....	July, 1906	Owned...	Residents school district.	1,500
Shelby.....					
Shelbyville.....					
Shelbyville.....					
South Lincoln.....					
South Lyon.....					
Star City.....					
Sterling.....					
Stevensville.....	Public School Library.....	1890	Owned...	Residents of district....	
Tallmadge.....					
Tawas City.....	Public Library.....		Owned...	Residents of city.....	
Tecumseh.....					
Tuscola.....					

REGISTERED LIBRARIES.

49

BOARD OF LIBRARY COMMISSIONERS.—Continued.

Bound volumes on shelves.	Unbound volumes on shelves.	Books added during year.	Is library accessioned?	How is library cataloged?	Number of borrowers.	Periodicals subscribed for.	Yearly circulation.
.....
.....
.....
275	83	No.....	.....	.....	6	.....
1,088	20	258	.....	.....	300	.....	14,560
1,987	Yes.....	Card.....	5,000	7	.....
.....
1,182	141	Yes.....	Card.....	100	48	3,130
289	51	.....	.....	100	3	200
.....
.....
.....
.....
137
140	3	.....	.....	.....	.....	.....
.....
.....
.....
.....
226	4	.....	Yes.....	.....	90	.....	.....
.....
.....
625	418	152	No.....	.....	25	230	.....
.....
326	74	Yes.....	.....	122	.....	.....
700	90	.....	Card.....	100	2	.....
475	475	Yes.....	Card.....	246	.....	1,200
.....
.....
.....
.....
318	74	Yes.....	.....	63	.....	228
.....	84	No.....	.....	.....	.....	.....
.....

REPORT OF BOARD OF LIBRARY COMMISSIONERS.

STATISTICS OF LIBRARIES REGISTERED WITH

Location.	Name of library.	Number of reference books used.	Income.	How supported.
Lawrence.....				
Linden.....				
Litchfield.....				
Livonia.....				
Manton.....	High School.....	153		Fines and appropriations.....
Marcellus.....	Marcellus Township.....		500 00	Taxation.....
Marlette.....				
Mason.....	Public School Library.....		175 00	Taxation and fines.....
Melvin.....				
Merrill.....				
Metamora.....				
Midland.....	Midland Library Association.....		300 00	Dues and subscriptions.....
Morrice.....	High School.....	100		Appropriations.....
Muir.....				
Muliken.....				
Munising.....				
Nashville.....				
Newaygo.....				
New Boston.....				
New Buffalo.....				
New Haven.....	Big Stone School Library.....			
North Star.....				
Oneida.....	Oneida Center.....		2 88	Fines.....
Onkama.....				
Ontonagon.....				
Ortonville.....				
Pickford.....				
Pierson.....				
Pigeon.....				
Pinconning.....				
Pipestone.....				
Pittsfield.....				
Port Austin.....				
Port Hope.....	School Library.....	79		Contributions.....
Potterville.....				
Reed City.....				
Reese.....				
Riley.....				
Riverside.....				
Rock Home.....	Rock Home Reference Library.....			Private.....
Rock River.....				
Rogers.....				
Rose City.....				
St. Charles.....	High School.....	85		Fines and appropriations.....
St. Clair.....				
St. Louis.....	High School Library.....			Appropriation.....
Shelby.....	District No. 6.....	400	58 53	Fines.....
Shelby.....				
Shelbyville.....				
Shelbyville.....				
South Lincoln.....				
South Lyon.....				
Star City.....				
Sterling.....				
Stevensville.....	Public School Library.....	63		Fines.....
Tallmadge.....				
Tawas City.....	Public Library.....	1		Fines.....
Tecumseh.....				
Tuscola.....				

BOARD OF LIBRARY COMMISSIONERS.—*Continued.*

How governed.	If librarian is trained, what school.	Name and address of librarian.
Board of education.....		
Board of trustees.....		Nellie Remington, Marcellus.
Board of education.....		
Board of managers.....	Summer session Chautauqua.....	Mary E. Dow, Midland. C. B. Jordan, Morrice.
School board.....		
School board.....		J. L. Reed, Port Hope.
Owners.....		Alto, Mich.
		Julia M. Albert, St. Charles.
Board of education.....		Prudie Scriver, St. Louis.
School district board.....		Charles C. Root, Shelby.
		L. John Anderson, Stevensville.
City council.....		Edward McGill, Tawas City.

REPORT OF BOARD OF LIBRARY COMMISSIONERS.

STATISTICS OF LIBRARIES REGISTERED WITH STATE

Location.	Name of library.	Date of organiza- tion.	Building rented or owned.	To whom are books loaned.	Popula- tion.
Unionville.....	Bullard Free Library.....	Mar., 1905	Owned...	City.....	2,500
Vassar.....					
Wakefield.....					
Walker.....					
Watsonville.....					
Watervliet.....					
West Branch.....					
Wheeler.....					
Whittemore.....					
Winfield.....					
Yale.....					

STATISTICS OF LIBRARIES REGISTERED WITH STATE

Location.	Name of library.	Number reference books used.	Income.	How supplied.
Unionville.....	Bullard Free Library.....			Voluntary contributions.....
Vassar.....				
Wakefield.....				
Walker.....				
Watsonville.....				
Watervliet.....				
West Branch.....				
Wheeler.....				
Whittemore.....				
Winfield.....				
Yale.....				

LIBRARY COMMITTEE STATE FEDERATION WOMEN'S CLUBS.

REPORT OF CHAIRMAN.

Books are one of the great factors in modern civilization. Sir John Herschel called books "The best society in every period of history." It is largely through modern libraries that books are circulated, and good reading furnished the people. Appreciating the educational value and the helpfulness of good books, men of wealth have made large appropriations from their fortunes to found libraries. Michigan is fortunate in having her share of such philanthropists who have built and endowed libraries, for the use of all classes of our people.

Nothing should appeal more strongly to members of literary clubs, than the spread of good reading, and for this cause our State Federation has its library extension committee of twelve members, one for each congressional district in the State. It is the duty of this committee, with the aid and cooperation of the women's clubs, to extend and increase the facilities and usefulness of all libraries, but especially of the free public libraries.

Michigan stands in the front rank of states in her state library, in its management, as well as in its splendid equipment, and our club workers are freely and ably assisted from this fountain head.

In the early part of the year our work suffered great loss in the long illness and death of our beloved Mrs. Andrews, chairman of the library extension committee, whose work and worth we had learned to prize, but though the workers fall the work must go on.

During the year letters and circulars were sent to the clubs with instructions and suggestions for looking carefully after library interests in the different localities. The members of your committee have visited libraries, interviewed librarians, school officers and school commissioners. They have spoken before county institutes wherever possible and advised with country teachers as to library possibilities in needy districts. Some of the visible results of this work are found in the reports of the individual members of your committee.

In the third district, where there are thirty clubs, fifteen of them appointed active library committees to send in reports of their work. In both Hillsdale and Eaton counties library interests were discussed before the county institutes and much enthusiasm aroused. The member of the Sixth District reports much interest among the club women, and makes special mention of the work of the Federated Clubs of Lansing. These clubs established and maintained three branch libraries through the year. The Flint public library takes an active interest in educational work and has provided many books on mechanical subjects and trades to meet the needs of the rapidly growing manufacturing interests of the city. The club women of Howell have shown their practical interest in the work by presenting a fountain to adorn the square, on which is located the new Carnegie library building. Some good results from faithful effort are reported from the Fifth District.

The desert places in library privileges in our State are in remote county districts, and in the frontier counties. Some of these seem indeed barren soil, but they are not hopeless. Our government does not despair of transforming the sage brush deserts into fertile farms, and goes about the work

of irrigation with earnestness and vast expenditures of money and is rewarded by fields of waving grain and orchards bending with fruit. Patient, courageous effort will convert our wastes of ignorance into centers of intelligence. Even now we have a cheering report from the Tenth District. Each of the fifteen counties of this large territory has been covered and library conditions reported. Not all of the efforts of your committee have met encouragement, but when we have checked off the encouraging and discouraging phases of our work, the balance is largely in favor of the former, and we recommend a general advance along the lines of library work. To this end your committee must have the practical cooperation of all the clubs and we suggest that early in the year every club appoint an active library committee and that on the club calendar an hour or an occasional afternoon be devoted to all that concerns library interests, including reports from the library committee.

One of the vital questions before us as a Federation is the advancement of the library extension work. Every club woman who cares for the future of her state should do her part to make this work the success its merits demand.

ANNA A. PALMER.

REPORT OF SECOND DISTRICT.

I see no better way of sending in my report than to forward such letters as I have received from the secretaries of several clubs in my district. They will express to you, better than I can do otherwise, the general attitude of club women toward the library work, so far as I have been able to ascertain it. The ignorance and indifference displayed can not be laid at my door, for I have sent them all the explanatory literature, and written each individual club concerning the work, but I cannot beat into their heads just what the State Traveling Library is for. They all seem to think if there is a good public library in their own town, that their responsibility ceases just there, and more of them seem to be believers in "Foreign Missions," so far as it applies to library work. Only about one third of the clubs on my list have sent any reply whatever to my last communication, although I asked for an immediate answer.

The Adrian Woman's club has done no work, so far as I can find out, and as they are quite conservative, it is hard to stir them up to undertake anything new.

The only positive information gained, comes, as you will see, through the Lenawee County Federation Committee, and they are at a loss how to go any further, because of lack of funds.

I regret very much that I cannot send a better report, but this is the extent of my information. You will doubtless see now why I think I ought to drop the work at the end of this year.

Yours sincerely,

MARY S. MILLER,
Second District.

REPORT OF THIRD DISTRICT.

It undoubtedly seems to some as though the work of interesting the public in extending the usefulness of good libraries, was progressing very slowly. But I believe that "constant dropping wears the stone" and the efforts of even our small committee are having a helpful effect.

During the past year a number of districts in Eaton county have added to their libraries, good, new volumes. A new commissioner, Miss Cynthia Green, was elected. She is a woman of broad culture and active interest in the welfare of the young. She promises hearty cooperation and will keep a close eye upon the expenditure of library money.

In Hillsdale county the clubs report that a new commissioner has encouraged them to believe that he will help materially. He plans to have an exhibit at the county fair and try to get a number of traveling libraries located. The matter was brought before the county institute in both counties.

Several teachers have consulted me upon proper books to select. Out of thirty clubs nearly one half have appointed local committees and reported to me. One rural club has a member in each four districts, and promises to secure a traveling library.

The Kalamazoo County Federation hope to push this work through the district schools the coming year.

Schoolcraft L. L. A. reports \$51 expended for good books by the district. And that the money is not diverted from proper channel. The club had an entertainment and gained proceeds for placing the card system of cataloging in the library.

At a meeting of Eaton County Federation of seventeen clubs, a quantity of literature was distributed, the different ladies seeming eager to get it. I would like to have literature at each county federation the coming year, as well as some for teachers' associations. With so many fields of work before the club women a general advance all along the line should encourage them to further effort.

Respectfully,

GERTRUDE B. PRINDLE.

REPORT OF FIFTH DISTRICT.

Have sent circular letters to all the federated clubs and to two school districts. Sent six packages of literature out of town, three to home factories. Factory employes do not seem to have a taste for study and reading. I visited one county convention—had the promise of time to present library extension work, but the commissioner forgot to call for me. My club voted to have a library but was too late in selecting subjects to get a library.

Respectfully submitted,

MRS. EMMA KENDRICK,
Fifth District Committee.

REPORT OF SIXTH DISTRICT.

The work for the sixth congressional district has been steadily growing and we find by our reports from the various clubs that much good work has been done this year.

The Lansing Federated Clubs (six in number) report that they have an excellent library commissioner who visits the libraries and knows they are in fine condition and the books above reproach.

Three branch libraries have been established during the year and are maintained by the clubs. Some of the ladies read a story every Friday p. m. during vacation and Saturday p. m. during school year. The children gather, eager to hear them. The Clubs are planning to place branch libraries in their ward schools, thirteen in all.

Pontiac has no library commissioner and has done nothing toward library

extension. They have a ladies' library containing 4,000 books. High school library is in fine condition. The clubs use the State Library.

Birmingham has established a free public library and the ladies library turned over their books 2,000 volumes and lot and building worth \$5,000. Librarian, Miss Daisy Durker. It is maintained by subscription instead of tax.

Rochester has a Ladies' Library and also uses the Detroit Library.

Flint has a fine new Carnegie Library. The Flint Public Library takes an active interest in club and school work of the city. On account of the many manufacturing interests, the library has provided books on mechanical subjects and trades. There are 10,272 books, and \$1,000 spent each year to buy new books, magazines and newspapers. The library is maintained by taxation. Special lists are made for teachers and club women to use in their work. The research club has no library commissioner.

Howell has a fine new Carnegie Library containing 3,144 books, besides magazines and newspapers. It was opened to the public November 20, 1906. The first five days ending Saturday, 193 books were drawn out. Seven hundred and sixteen new books have been added since the opening. The building site contains a square block and is beautifully laid out. The lot and building is valued at \$25,000. The books about \$2,000. The club women presented a fountain for the square.

The school library contains 1,200 volumes and 100 books have been added during the year. Howell womans club use State Library prepared especially for clubs.

I have 15 clubs in my district.

Very respectfully,

AUGUSTA D. BARNES.

REPORT OF SEVENTH DISTRICT.

Dear Madam—Could your letter of July 31st, from Portland, have reached me, it would have found me in the wilds of Canada (on the Saguenay) but it was forwarded two or three times and when I returned the last of August I found it at my home. There was then absolutely nothing for me to report. Previous years I have tried all sorts of schemes, advertising in country newspapers, in Detroit papers, personal appeals to the persons mentioned in county commissioners reports as librarians of county school libraries, etc., etc., but the results were so meager that I was discouraged and asked the chairman last year to relieve me, but she did not and I have been very much occupied during the year by illness in the family and have done nothing but send out circulars.

Hoping my fellow workers have done better.

Respectfully yours,

ELSIE H. PLATT.

REPORT OF EIGHTH DISTRICT.

During the past year library interests in the eighth district have been more carefully looked after than in any previous year.

The county commissioners have shown a desire to have good reading placed within reach of the country people and have aroused more interest in the library question in rural districts. In some places more modern and readable books have replaced the unattractive books of the old township libraries. The question of lodging the few books that comprise some

of the district libraries is an important one. The cities and towns of the district are well supplied with accessible and worthy libraries. Next year every district, village and town in the district will be thoroughly investigated by the club women as to reading opportunities and libraries.

ANNA A. PALMER,
Eighth Congressional District.

REPORT OF TENTH DISTRICT.

My work during the past year has been confined to writing letters to the federated clubs and to the school commissioners, together with sending out all printed matter.

I am gratified to report that I have received more replies to my letters than in preceeding years and that there are many evidences of an awakened interest in library matters. I have had requests for two traveling libraries.

Emmet county takes the lead in township libraries as our school commissioner reports that every township is supplied with one.

Harbor Springs is building a new brick building for library purposes.

There is general rejoicing in Petoskey among those who have worked so zealously for a Carnegie library. Matters were in a very critical condition when Mrs. W. W. Johnson, of this city most generously came to the rescue and gave the city five thousand dollars for the purchase of a lot, in memory of her husband. The Methodist church of our city gave \$1,000 for the purchase of books besides several small gifts.

There are no federated clubs in Petoskey, except the Art Study club. but all have expressed a willingness to appoint a library committee and as none of the clubs feel that they can carry out the suggestion of our State Librarian to take an hour each month for discussing literary matters, I have asked the library committee to meet once a month and plan for a library campaign in Emmet county and that each chairman should report our plans and work at their several clubs.

I am hoping that the remaining clubs in this district will take hold of this work and that something will be accomplished in this district. We owe it to ourselves, our State, and to our State Librarian who for so many years has given her time and strength to this cause.

Respectfully submitted,

MRS. CHAS. W. FALLASS,
Library Commissioner for Tenth District.

REPORT OF ELEVENTH DISTRICT.

In my district there are seventeen federated clubs, but it seems very hard to get many interested in the library work. I think we may be able to this year as we are taking a different course in a way. The library conditions are very good in my home city (Traverse City). We have a Carnegie library in which our city library is kept, a Ladies' Library Association with a fine library and 126 members, and fine school libraries in our school buildings. I have placed four traveling libraries in my district and hope to be able to double the number the coming year.

MRS. O. P. CARVER.

REPORT OF TWELFTH DISTRICT.

It has been my aim as far as possible to meet the teachers in the rural districts, also the smaller towns, as I feel that if they will, they can help to further the work—besides it is in the little towns and country where books are needed. I met with our County Institute in the early spring—getting the name of every teacher and director in the county—explained the method and purpose as well as possible; sent a circular and other material to the directors, later by mail, and hope that the harvest may be good. Have made an effort to keep in touch with the federated clubs in my district, but find it a one sided correspondence mostly. Hancock reports fine libraries, not only the library money, but much more being expended for good books. No library section in club.

Menominee also has a fine library given by one of her public spirited men at a cost of \$60,000. Township and school libraries they report in a thriving condition; have a library extension section but have done no work along that line. Generally speaking, throughout the district, the library money is slowly dropping into the right till.

I am not able to report on the other clubs in my district, not hearing from them this year. I wish that we might have a meeting of every library section in the Upper Peninsula and see what could be done to increase interest.

LUCIA D. STRACHAN.

[Sault Ste. Marie, October 8, 1907.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
ALGER:								
Chatham.....		Rock River Twp..	Township...		School...	Taxation, fines..		
ANTRIM:								
Alba.....	700	Chestonia Twp..	Township...		Own....	Taxation, fines.	None.....	None.....
Custer Twp....	611	Township.....	Township...			Fines.....		
Echo Twp.....		Echo.....	Township...			Fines.....	None.....	None.....
Elk Rapids....	2,000	School.....	School.....	Both....	Own....	Fines, dog tax..	None.....	Printed...
Jordan Twp....	600	Township.....	Township...		P. house.	Fines.....	None.....	
Kearney Twp..		Bellaire.....	Free public..	Both....	Rent....	Taxation.....	Card.....	Written...
Star Twp.....	300	Township.....	Township...		Rent....	Taxation, fines.		No.....
Torch Lake Twp	300	School.....	School.....		Own....	Taxation.....		
Warner Twp....	500	Dist. No. 2....	School.....	Circ'ling.	Own....	Taxation.....	None.....	None.....
BARAGA:								
Arvon Twp....		School.....	School.....	Refer'ce.	Own....	Fines.....		
Baraga.....	2,300	School.....	School.....	Both....	Own....	Fines.....	None.....	None.....
L'Anse.....	700	School.....	School.....	Both....	Own....	Fines, taxation.	None.....	Written...
Spurr Twp....		School.....	School.....	Both....	Own....	Taxation.....		
BAY:								
Beaver Twp....			School.....			Twp. lib'y fund		
Beaver Twp....	200	Duell.....	School.....		Own....	Twp. lib'y fund		
Beaver Twp....	275	Willard School...	School.....	Both....	Own....	Taxation, fines.	By subjects...	
Beaver Twp....		Dist. No. 1....	School.....		Own....			
Beaver Twp....		Dist. No. 2....	School.....			Fines.....		
Beaver Twp....		Dist. No. 4....	School.....	Both....	Own....	Fines.....		
Fraser Twp....	150	Dist. No. 1....	School.....	Refer'ce.	Own....	Fines.....		Written...
Fraser Twp....		Dist. No. 2....	School.....		Own....			
Fraser Twp....		Dist. No. 3....	School.....		Own....	Taxation.....		
Fraser Twp....	106	Dist. No. 4....	School.....		Own....	Fines.....	Alphabetically..	Printed...
Frankenlust Tp.	366	Amelith.....	School.....	Circ'ling.	Own....	Fines.....		Card.....
Frankenlust Tp.	600	Dist. No. 1, Frl.	School.....		Rent....	Taxation.....		Printed...
Garfield Twp..		Dist. No. 1....	School.....					Card.....
Garfield Twp..		Dist. No. 3....	School.....		Own....			
Hampton.....	3,000	Hampton.....			Rent....	Fines.....		
Hampton Twp..		Dist. No. 5....	School.....		Own....	Fines.....		
Hampton Twp..		Dist. No. 6, Frl.	School.....		Own....	Fines.....		Written...
Hampton Twp..	250	Dist. No. 7....	School.....		Own....	Taxation, fines.		
Kawkawlin Tp..	1,400	Township.....	Township...		Own....	Fines.....		Printed...
Kawkawlin Tp..		Linwood.....	School.....		Own....	Taxation, fines.		
Merritt Twp...	70	School.....	School.....	F. public	Own....	Taxation, fines.		Card.....
Merritt Twp...		Orn.....	School.....		Own....	Taxation.....		
Merritt Twp...	230	Dist. No. 2....	School.....		Own....			Written...
Monitor Twp...	300	Monitor.....	School.....	Circ'ling.	Own....	Taxation.....		
Monitor Twp...		Dist. No. 1....	School.....	Both....	Own....	Fines.....		Written...
Monitor Twp...		Dist. No. 2....	School.....	Both....	Own....	Taxation.....		
Monitor Twp...		Dist. No. 5....	School.....		Own....	Fines.....		
Pineconning...	2,000	Township.....	Free.....	Circ'ling.	Own....	Fines.....		
Pineconning Tp.	100	Dist. No. 3....	School.....	Both....	Own....	Taxation.....		Written...
Pineconning Tp.		Dist. No. 5....	School.....		Own....			
Williams Twp..	500	Auburn.....	Township...	Circ'ling.	Rent....	Fines.....		Written...
Williams Twp..	197	School.....	School.....		Own....	Taxation, fines.		
Williams Twp..		Dist. No. 2....	School.....		Own....	Taxation.....		
Williams Twp..		Dist. No. 4....	School.....		Own....	Taxation.....		
Twp. Unknown		Dist. No. 4....	School.....	Circ'ling.	Own....	Fines.....		
BENZIE:								
Almira Twp....	100	Dist. No. 3....	School.....	Circ'ling.	Own....	Taxation, fines.		
Almira Twp....	250	Lake Ann.....	Township...	Circ'ling.	Rent....	Taxation.....		
Benzonia Twp..	784	Township.....	Township...	Circ'ling.	Rent....	Dog tax, fines.		Written...
Benzonia Twp..	150	Dist. No. 2....	School.....	Circ'ling.	Own....	Taxation.....		Card.....
Blaine Twp....	622	Township.....	Township...			Fines.....		Written...

BY COUNTIES.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended on books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
400	200	3	\$1 00				School			M. E. Shippy, Chatham.
665	0	0	0	0	661	Open	Public	50	Yes	Monroe Dickinson, Alba
191	0	0	0	0		Open	Public	No	No	F. F. Hosmer, Mancelona.
	0	0	0	0		Open	Public	Yes	Yes	Jas. W. Barnes, Finkton.
	12		16 00			Open	Public	50	Yes	Laura J. Haggart, Elk Rapids.
182	0	0	0	175		Open	Public	80	Yes	Mrs. Alice D. Gould, E. Jordan.
936	65	12	91 87	650	35	Open	Public	84	No	Mrs. Mary Bansill, Bellaire.
400	56		45 00		250	Open	Public	50	Yes	Maude Dudley, Alba.
92	30					Open	School			Wm. N. Sweet, Eastport.
72	0	3	0		72	Open	Public	75		Teacher.
	0	0	0							Peter G. Westrom, Skanee.
350	0	0		600	200					S. O. Clinton, Baraga.
550	0	0	0	300	100	Open	Public			W. J. Morrison, L'Anse.
			25 00							
88	55			38		Open	School, public	30		A. W. Koon, Auburn, R. D. No. 2.
240	30				30	Open	School, public	None	No	Teacher.
166	7		6 75	60	50	Open	School, public	35	None	W. G. Hardy, Willard.
118	65					Open	School, public	75		Teacher.
63	0					Open	School, public		Yes	John Mayer, Auburn, R. D. No. 2.
83	53			1	1	Open	School, public	50	None	Agnes Pashak.
34	0			25	30	Open	School, public	29	No	Anna Deegan, Bay City.
22	0				22	Open	School	33	No	
95	28		7 44	50		Open	School, public		None	Louise J. Gillman, Bay City.
82	23		7 30			Open	School, public	20	Yes	Jennie Parnaville, Linwood.
343	20		6 00	176	147	Open	School, public	30	Yes	A. F. Otto, Saginaw, W. S., No. 13.
1,153				362		Open	School, public	50	None	Henry List, Bay City R. F. D. 5.
105							School, public			
	10		1 51			Open	School	75	Yes	W. J. Stagray.
	115		60 00							
206				100	75	Open	School, public	33	No	K. C. Kelley.
109				65		Open	School, public	70	Yes	Teacher.
	6		6 15	26	45	Open	Pupils	30	None	A. Davenport, Bay City, R. D. 2.
1,380	47		40 63	500	1	Open	Public	50	Yes	Edw. Laracey, Kawkawlin.
229	30		18 00	325		Open	Public	75		D. Clancey, Linwood.
57						Open	Public	25	None	Meta J. Rudel, Munger.
42						Closed	School	25	No	Mary C. O'Leary, Munger.
106	19		13 45	720	90	Open	School, public	60	Yes	Anna Nuenke, Bay City, R. D. 3.
105	25	1	29 00	64		Open	School, public	85	Yes	Barbara Standacher, Kawkawlin.
275	40	1	25 00	75	75	Open	School, public	50	Yes	Otto J. Manary, Bay City, W. S.
95							School			
113	43		24 70	87		Open	School, public		Yes	Ada Schmidt, Kawkawlin.
600	130		40 00	7,800		Open	Public		Yes	Louis A. Pelkey, Pinconning.
162				145		Open	School, public	50	No	Dorothy J. Burton.
54						Closed	School	63	No	A. R. Gourley.
745	47		30 00	1,000		Open	Public		Yes	Mrs. S. J. Oviatt, Auburn.
26				24	26	Open	School, public	12	Yes	Walter Milner, Smiths' Crossing.
31						Open		33		
140				15		Open	School, public	5	No	Alice Herman, Auburn.
133				288		Open	School, public	5	None	John Van Tol, Bay City, R. D. 1.
75				20	75	Closed	School, public	75	Yes	E. E. Pettengill, Oviatt.
215	0	0	0	215		Open	Public	50	No	F. B. Tousley, Lake Ann.
585	35		28 47	1,560		Open	Public	25	Yes	Mrs. Nellie Powers, Benzonia.
146	32			105		Open	School, public	50	No	Z. E. Clark, Benzonia.
600						Open	Public			A. E. Gilland, Arcadia, R. F. D.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
BENZIE—Con.								
Frankfort.....	2,500	Public.....	Free public..	Both.....	Own.....	Taxation, fines.	Card.....	Card.....
Gilmore Twp....	128	Gilmore.....	School.....	Circ' ting.	Own.....	Subscription...	Written...	Written...
Honor.....	500	Public school..	School.....	Both.....	Own.....	Fines.....	Card.....	Card.....
Homestead Tp....	114	Dist. No. 3....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Homestead Tp....		Dist. No. 4....	School.....	Both.....	P. house.	Fines.....	None.....	None.....
Inland Twp.....		Inland.....	Twp.....	Both.....	Own.....	Fines.....	None.....	Card.....
Inland Twp.....	163	Bendon.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Inland Twp.....		Elm Grove.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Inland Twp.....	41	Pine Grove....	School.....	Both.....	Own.....	Taxation.....	None.....	None.....
Inland Twp.....		Dist. No. 1....	School.....	Both.....	Own.....	Subscription...	None.....	Written...
Inland Twp.....		Dist. No. 5, Frl.	School.....	Refer'ce.	Own.....	Taxation.....	None.....	None.....
Joyfield Twp....		Township.....	Township...	Both.....	P. house.	Fines.....	None.....	Written...
Joyfield Twp....		Joyfield.....	School.....	Circ' ting.	Own.....	Subscription...	None.....	None.....
Nessen City.....	200	Colfax Twp....	Township...	Circ' ting.	Own.....	Fines.....	None.....	None.....
Platte Twp.....		Dist. No. 1....	School.....	Refer'ce.	Own.....	Fines.....	None.....	None.....
Thompsonville..	1,000	Weldon Twp....	Township...	Both.....	P. house.	Taxation, fines.	None.....	None.....
BRANCH:								
Alganssee Twp..	44	Dist. No. 1....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Alganssee Twp..	88	Dist. No. 3, Frl.	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Alganssee Twp..	58	Dist. No. 5....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Alganssee Twp..	82	Dist. No. 6....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Alganssee Twp..	74	Dist. No. 7....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Alganssee Twp..	58	Dist. No. 8....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Alganssee Twp..	54	Dist. No. 11....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Alganssee Twp..	70	Dist. No. 12....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Alganssee Twp..	68	Dist. No. 13....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Alganssee Twp..	76	Dist. No. 14....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Batavia Twp....	52	Dist. No. 1....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Batavia Twp....	80	Dist. No. 3....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Batavia Twp....	86	Dist. No. 4....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Batavia Twp....	38	Dist. No. 5....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Batavia Twp....	54	Dist. No. 6....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Batavia Twp....	54	Dist. No. 7....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Batavia Twp....	44	Dist. No. 8....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Batavia Twp....	78	Dist. No. 9....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Bethel Twp....	150	Dist. No. 1....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Bethel Twp....	132	Dist. No. 3....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Bethel Twp....	225	Dist. No. 4....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Bethel Twp....	159	Dist. No. 5....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Bethel Twp....	87	Dist. No. 6....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Bethel Twp....	132	Dist. No. 8....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Bronson Twp....	1,500	Bronson.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Bronson Twp....	1,500	Bronson.....	Village.....	Both.....	Own.....	Taxation.....	Letter.....	None.....
Bronson Twp....	91	Dist. No. 2....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Bronson Twp....	75	Dist. No. 3....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Bronson Twp....	120	Dist. No. 5....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Bronson Twp....	82	Dist. No. 6....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Bronson Twp....	189	Dist. No. 7....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Bronson Twp....	123	Dist. No. 8....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Bronson Twp....	96	Dist. No. 9....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Butler Twp....	136	Dist. No. 1....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Butler Twp....	96	Dist. No. 2....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Butler Twp....	136	Dist. No. 3....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Butler Twp....	120	Dist. No. 4....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Butler Twp....	132	Dist. No. 5....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Butler Twp....	63	Dist. No. 6....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Butler Twp....	115	Dist. No. 7....	School.....	Both.....	Own.....	Fines.....	None.....	None.....

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
2,326	225		125 00	2,900	150	Open...	Public.....	50		Mrs. M. E. Wannamaker, Franft.
47				34	Open...	Open...	Public.....	50	No.....	Sara E. Gaines, S. Frankfort.
113		2			Open...	Open...	School, public.			F. H. Fewless, Honor.
154	2		1 05	12	Open...	Open...	School, public.	40	Yes.....	Teacher, Benzonia.
33					Open...	Open...	School, public.	33		A. E. Gokey, Thompsonville.
60				50	Open...	Open...	Public.....	66		F. C. Jaquish, Bendon.
84	2		33	50	Open...	Open...	School, public.		Yes.....	E. L. Sawyer.
68				10	12	Open...	School, public.	20	No.....	Irma G. Lewis, Frankfort.
140	100	1	38 00	100	140	Open...	School, public.	40	No.....	E. Martin, Bendon
106	8		2 95			Open...	School, public.	64		Kathryne B. Sharpe, Bendon.
117					25	Open...	School, public.	50		Geo. V. Rust, Thompsonville.
198				55	20	Open...	Public.....	50	None...	E. Sage, S. Frankfort, R. F. D. 1.
48					Open...	Open...	School.....	91	No.....	Lottie Smeltzer, Frankfort.
118				90	Open...	Open...	Public.....	90	Yes.....	Mrs. Sarah Dwyer, Nessen City.
30						Open...	School.....		Yes.....	
253				1,815		Open...	Public.....	75	Yes.....	Mrs. F. A. Duncan, Thompsonv'e.
77	8	0	3 04	70	65	Open...	Public.....	20	Yes.....	Walter Graves, Quincy, R. D. 4.
190	0	0	16 44	182	185	Open...	Public.....	25	Yes.....	G. W. Goodwin, Montgomery, 35.
128	0	0		120	110	Open...	Public.....	20	Yes.....	C. C. Foster, Quincy, R. D. No. 1.
6	6	0	1 65	4	5	Open...	Public.....	25	Yes.....	Frank Poats, Reading.
65	20	0	7 20	55	60	Open...	Public.....	33	Yes.....	Fred Purdy, Montgomery, R. 35.
23	5	0	7 21	19	20	Open...	Public.....	20	Yes.....	Philip Crater, Quincy, R. D. 4.
26	6	0	4 34	19	23	Open...	Public.....	20	Yes.....	Wm. J. Hanck, Quincy, R. D. 4.
35	1	0		28	31	Open...	Public.....	20	Yes.....	S. B. Goodman, Reading, R. 19.
94	12	0	5 18	89	90	Open...	Public.....	25	Yes.....	G. F. Marshall, Allen, R. F. D. 14.
124	38	0	6 24	94	96	Open...	Public.....	25	Yes.....	Bert Bickford, Coldwater, R. 5.
60	0	0	0	54	52	Open...	Public.....	20	Yes.....	A. E. Cole, Batavia, R. F. D. 2
0	0	0	0	0	0					F. J. Barrell, Batavia.
0	0	0	0	0	0					Chas. Scribner, Bronson, R. D. 6.
58	9	0	2 90	45	52	Open...	Public.....	20	Yes.....	L. T. Munyon, Batavia.
52	0	0	0	48	45	Open...	Public.....	25	Yes.....	M. H. Payne, Batavia.
40	15	0	4 04	36	38	Open...	Public.....	25	Yes.....	Ward Grunner, Batavia
115	13	0	2 89	100	105	Open...	Public.....	25	Yes.....	F. A. Covey, Batavia.
100	20	0	4 81	89	92	Open...	Public.....	33	Yes.....	George Miller, Batavia.
58	14	0	6 25	58	58	Closed...	School.....	18	Yes.....	D. S. Norton, Batavia.
124	85	0	10 00	124	124	Closed...	School.....	25	Yes.....	L. R. Miller, Coldwater.
96	32	0	13 25	96	96	Closed...	School.....	40	Yes.....	Chas. Somerlott, Bronson.
24	12	0	4 20	24	24	Closed...	School.....	10	Yes.....	C. V. Crull, Coldwater.
62	40	0	8 17	62	62	Closed...	School.....	15	Yes.....	Bert. G. Bates, Coldwater.
40	0	0	0	40	40	Closed...	School.....	20	Yes.....	A. E. Clouse, Bronson.
700	35	4	40 74	125	200	Closed...	School.....	20	Yes.....	F. E. Robinson, Bronson.
2,347	125	6	187 00	872	421	Open...	Public.....	33	No.....	Josephine Green, Bronson.
53	15	0	5 04	68	53	Closed...	School.....	18	Yes.....	Oscar Devzenbery, Bronson.
75	23	0	5 45	60	60	Closed...	School.....	15	Yes.....	Frank Coward, Bronson.
169	0	0	0	25	25	Closed...	School.....	23	In part.	Chas. Hamilton, Bronson.
30	20	0	5 50	50	50	Closed...	School.....	15	Yes.....	Carl Shisher, Bronson.
30	4	0	14 50	30	30	Closed...	School.....	17	Yes.....	Bert Hollister, Bronson.
59	2	0	0	59	59	Closed...	School.....	28	Yes.....	Ralph Baldwin, Bronson.
40	21	0	7 71	40	40	Closed...	School.....	22	Yes.....	W. F. Sutton, Bronson.
75	0	0	0	75	75	Closed...	School.....	30	Yes.....	J. F. Knapp, Quincy.
38	8	0	6 56	38	38	Closed...	School.....	25	Yes.....	Bert Van Patten, Litchfield.
55	0	0	0	55	55	Closed...	School.....	18	Yes.....	F. H. Williams.
79	11	0	5 60	79	79	Closed...	School.....	22	Yes.....	W. D. Holmes, Quincy.
64	39	0	12 27	64	64	Closed...	School.....	22	Yes.....	Wesley Pell, Tekonsha.
105	7	0	4 00	105	105	Closed...	School.....	20	Yes.....	C. H. Locke, Quincy.
85	25	0	6 40	85	85	Closed...	School.....	25	Yes.....	C. O. McDonald, Quincy.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
BRANCH—Con.								
California Twp.	480	Township.....	Township.....	Both.....	Rent.....	Fines, taxes.....	None.....	None.....
California Twp.	172	Dist. No. 1.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
California Twp.	57	Dist. No. 2.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
California Twp.	60	Dist. No. 5.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
California Twp.	174	Dist. No. 8.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Coldwater Twp.	63	Dist. No. 2.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Coldwater Twp.	60	Dist. No. 3.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Coldwater Twp.	126	Dist. No. 10.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Gilead Twp.....	36	Dist. No. 2.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Gilead Twp.....	210	Dist. No. 3.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Gilead Twp....	159	Dist. No. 4.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Gilead Twp....	114	Dist. No. 5.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Gilead Twp....	60	Dist. No. 6.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Girard Twp....	198	Dist. No. 1.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Girard Twp....	140	Dist. No. 3.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Girard Twp....	63	Dist. No. 10.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Kinderhook Tp.	147	Dist. No. 1.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Kinderhook Tp.	78	Dist. No. 2.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Kinderhook Tp.	105	Dist. No. 3.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Kinderhook Tp.	115	Dist. No. 4.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Matteson Twp..	120	Dist. No. 1.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Matteson Twp.	130	Dist. No. 2.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Matteson Twp.	130	Dist. No. 4.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Matteson Twp.	81	Dist. No. 5.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Matteson Twp.	48	Dist. No. 7.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Matteson Twp.	75	Dist. No. 9.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Noble Twp.....	112	Dist. No. 2.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Noble Twp.....	60	Dist. No. 3.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Noble Twp.....	111	Dist. No. 5.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Ovid Twp.....	72	Dist. No. 2.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Ovid Twp.....	39	Dist. No. 3.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Ovid Twp.....	108	Dist. No. 4.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Ovid Twp.....	74	Dist. No. 5.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Ovid Twp.....	93	Dist. No. 6.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Ovid Twp.....	96	Dist. No. 7.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Ovid Twp.....	42	Dist. No. 8.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Ovid Twp.....	66	Dist. No. 9.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Quincy Twp....	100	Dist. No. 1.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Quincy Twp....	921	Dist. No. 2.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Quincy Twp....	64	Dist. No. 4.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Quincy Twp....	105	Dist. No. 5.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Quincy Twp....	120	Dist. No. 6.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Quincy Twp....	141	Dist. No. 7.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Quincy Twp....	120	Dist. No. 8.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Quincy Twp....	93	Dist. No. 9.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Quincy Twp....	74	Dist. No. 10.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Sherwood Twp.	78	Dist. No. 1.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Sherwood Twp.	21	Dist. No. 2.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Sherwood Twp.	393	Dist. No. 3.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Sherwood Twp.	153	Dist. No. 4.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Sherwood Twp.	99	Dist. No. 5.....	School.....	Both.....	Own.....	Fines.....	None.....	None.....
Union Twp....	760	Township.....	Township.....	Both.....	Own.....	Fines.....	None.....	None.....
CALHOUN:								
Albion Twp....	5,000	School.....	School.....	Both.....	Own.....	Taxation, fines.	Dewey.....	Card.....
Albion Twp....		Dist. No. 2, Frl.	School.....	Refer.	Own.....	Taxation.....		
Albion Twp....		Dist. No. 6.....	School.....	Refer.	Own.....	Taxation.....		
Athens Twp....		Becket.....	School.....	Own.....	Own.....	Fines.....		
Athens Twp....		Walker.....	School.....	Both.....	Own.....	Fines.....		

LIBRARY STATISTICS BY COUNTIES.

65

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
368	0	0	0	150	0	Open....	Public.....	50	No.....	Dennison Bascon, Montgomery.
108	24	0	6 45	108	108	Closed... School.....	Ambrose Talmage, Ray.	25	Yes.....	
34	34	0	0	34	34	Closed... School.....	J. L. McMurray, Montgomery.	45	Yes.....	
62	0	0	0	62	62	Closed... School.....	M. J. Withington, Fremont, Ind.	18	Yes.....	
67	34	0	24 71	67	67	Closed... School.....	D. M. Laggart, Ray.	10	Yes.....	
35	4	0	14 11	35	35	Closed... School.....	Willis Miller, Coldwater.	12	Yes.....	
130	13	0	3 55	130	130	Closed... School.....	Marion Ferguson, Coldwater.	15	Yes.....	
48	21	0	14 97	48	48	Closed... School.....	J. H. Luther, Coldwater.	8	Yes.....	
51	6	0	3 64	51	51	Closed... School.....	L. H. Olmstead, Bronson.	15	Yes.....	
74	16	0	6 48	74	74	Closed... School.....	D. E. Williams, Bronson.	20	Yes.....	
100	0	0	0	100	100	Closed... School.....	Elmer Smiley, Bronson.	20	Yes.....	
18	15	0	.....	18	18	Closed... School.....	John W. Zull, Bronson.	14	Yes.....	
21	11	0	4 80	21	21	Closed... School.....	S. A. Calhoun, Bronson.	12	Yes.....	
200	30	0	9 90	200	200	Closed... School.....	Wallace Barnes, Girard.	25	Yes.....	
40	0	0	0	40	40	Closed... School.....	Frank Van Blaricum.	15	Yes.....	
15	5	0	0	15	15	Closed... School.....	Chas. Grunner, Coldwater.	5	Yes.....	
200	20	0	7 36	200	200	Closed... School.....	E. D. Conklin, Kinderhook.	20	Yes.....	
52	0	0	0	52	52	Closed... School.....	Amos C. Stokes, Fremont, Ind.	15	Yes.....	
155	39	0	17 48	155	155	Closed... School.....	Clem C. Brattin, Coldwater.	12	Yes.....	
50	30	0	.....	50	50	Closed... School.....	Chas. J. Ward, Kinderhook.	15	Yes.....	
39	14	0	8 79	39	39	Closed... School.....	Clarence Strang, Bronson.	25	Yes.....	
116	14	0	6 00	116	116	Closed... School.....	J. J. Ultz, Sherwood.	25	Yes.....	
116	25	0	10 25	116	116	Closed... School.....	Elmer Warner, Bronson.	20	Yes.....	
70	2	0	3 00	70	70	Closed... School.....	Benton Coward, Sherwood.	30	Yes.....	
48	0	0	0	48	48	Closed... School.....	Lester Case, Bronson.	25	Yes.....	
93	5	0	3 41	93	93	Closed... School.....	F. D. Turner, Bronson.	25	Yes.....	
43	20	0	10 00	43	43	Closed... School.....	Frank Keller, Bronson.	15	Yes.....	
43	1	0	0	43	43	Closed... School.....	Seymour Lilly, Bronson.	10	Yes.....	
200	77	0	30 36	200	200	Closed... School.....	Melvin S. Lupold, Bronson.	22	Yes.....	
25	0	0	0	25	25	Closed... School.....	E. V. Tift, Coldwater.	10	Yes.....	
38	20	0	5 00	38	38	Closed... School.....	L. E. Russell, Coldwater.	10	Yes.....	
146	13	0	5 58	146	146	Closed... School.....	Chris. Strikan, Coldwater.	20	Yes.....	
66	22	0	5 55	66	66	Closed... School.....	J. L. Depue, Coldwater.	15	Yes.....	
21	26	0	8 00	21	21	Closed... School.....	Elva Tindall, Coldwater.	20	Yes.....	
69	0	0	0	69	69	Closed... School.....	Willard Hilton, Kinderhook.	20	Yes.....	
40	33	0	13 00	40	40	Closed... School.....	W. H. Kerns, Coldwater.	20	Yes.....	
35	12	0	1 87	35	35	Closed... School.....	Marvin Cole, Coldwater.	10	Yes.....	
20	0	0	0	20	20	Closed... School.....	M. W. Sanderson, Quincy.	15	Yes.....	
390	50	0	92 92	390	390	Closed... School.....	Wm. Lockerby, Quincy.	12	Yes.....	
197	5	0	4 32	197	197	Closed... School.....	Monroe Strang, Allen.	5	Yes.....	
36	0	0	0	36	36	Closed... School.....	W. J. McDonald, Quincy.	18	Yes.....	
116	16	0	5 10	166	166	Closed... School.....	H. Myers, Quincy.	20	Yes.....	
87	24	0	13 59	87	87	Closed... School.....	A. D. Bush, Quincy.	20	Yes.....	
125	0	0	.....	125	125	Closed... School.....	E. A. Clickner, Allen.	20	Yes.....	
42	20	0	5 00	42	42	Closed... School.....	Joe Locke, Coldwater.	10	Yes.....	
71	21	0	8 82	71	71	Closed... School.....	A. D. Lese, Quincy.	20	Yes.....	
100	15	0	3 33	100	100	Closed... School.....	G. W. Ralston, Sherwood.	20	Yes.....	
21	3	0	1 44	21	21	Closed... School.....	S. B. Corbin, Sherwood.	15	Yes.....	
185	14	0	18 63	185	185	Closed... School.....	C. E. Nethorpe, Sherwood.	25	Yes.....	
159	51	0	5 74	159	159	Closed... School.....	J. Fern Strunk, Colon.	15	Yes.....	
240	0	0	0	240	240	Closed... School.....	J. C. Evert, Sherwood.	20	Yes.....	
1,200	100	0	350 00	500	500	Closed... School.....	Mortimer Vosburg, Union City.	25	Yes.....	
2,500	100	.....	100 00	Very few	.....	.....	School.....	10	Yes.....	W. J. McKone, Albion.
4	.....	.....	.....	.....	.....	.....	School.....	.....	.....	C. A. Schultz, Albion.
67	1	.....	10 50	.....	.....	Open....	School, public..	163	No.....	John Sherman, Albion.
45	5	.....	2 20	.....	.....	Open....	School, public..	.....	Yes.....	Bert A. Miller, Athens.
67	0	0	0	26	.....	Open....	School, public..	56	Yes.....	Mrs. F. E. Palmiter, Athens.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
CALHOUN—Con.								
Athens Twp...	25,000	Dist. No. 1....	School.....	.....	Own....	Fines.....	.....	Written...
Battle Creek...		School.....	Free public..	Both....	Own....	Taxation....	Dewey....	Card.....
Bedford Twp...	106	Kirby.....	School.....	Both....	Own....	.....	.....	.....
Bedford Twp...		Dist. No. 1, Frl...	School.....	Both....	Own....	Taxation, fines.	.....	Card.....
Bedford Twp...		Dist. No. 12, Frl...	School.....	Refer'ce.	Own....	Taxation....	.....	.....
Burlington Twp...	300	School.....	School.....	Refer'ce.	Own....	Taxation....	.....	.....
Burlington Twp...		Dist. No. 3, Frl...	School.....	Refer'ce.	Own....	.....	.....	.....
Burlington Twp...	73	Dist. No. 4....	School.....	.....	Own....	.....	.....	.....
Burlington Twp...		Dist. No. 10, Frl...	School.....	Circ'ting.	Own....	Fines.....	.....	.....
Clarence Twp...	1,200	Township....	Township....	Refer'ce.	Rent....	Taxation....	.....	Written...
Clarendon Twp...	201	School.....	School.....	.....	Own....	Taxation....	.....	Written...
Clarendon Twp...		Pritchard....	School.....	.....	Own....	Fines.....	None....	None....
Clarendon Twp...		Dist. No. 2....	School.....	.....	Own....	.....	.....	.....
Clarendon Twp...		Dist. No. 5....	School.....	.....	Own....	.....	.....	.....
Clarendon Twp...		Dist. No. 5, Frl...	School.....	.....	Own....	.....	.....	.....
Convis Twp....	103	Dist. No. 6....	School.....	Circ'ting.	Own....	Fines.....	.....	Printed...
Convis Twp....	70	Dist. No. 8....	School.....	.....	Own....	.....	.....	.....
Eckford Twp....	175	.....	.....	.....	Own....	.....	.....	.....
Eckford Twp....		Dist. No. 1....	School.....	.....	Own....	.....	.....	.....
Eckford Twp....		Dist. No. 3....	School.....	Circ'ting.	Own....	Taxation....	.....	.....
Eckford Twp....	100	Dist. No. 4....	School.....	.....	Own....	Taxation, fines.	.....	.....
Eckford Twp....		Dist. No. 8....	School.....	.....	Own....	Fines.....	.....	.....
Emmet Twp....	90	Dist. No. 1....	School.....	Both....	Own....	Taxation....	.....	.....
Emmet Twp....		Dist. No. 2, Frl...	School.....	.....	Own....	.....	.....	.....
Emmet Twp....		Dist. No. 3....	School.....	.....	Own....	Socials....	.....	.....
Fredonia Twp...	98	Dist. No. 4....	School.....	.....	Own....	Socials, fines...	.....	.....
Fredonia Twp...		Dist. No. 9, Frl...	School.....	Both....	Own....	Fines.....	.....	.....
Homer.....		Public school....	School.....	Refer'ce.	Own....	Taxation....	.....	.....
Lee Twp.....	80	Ready.....	School.....	.....	Own....	Subscription...	.....	.....
Lee Twp.....	75	Section.....	School.....	.....	Own....	Taxation....	.....	.....
Lee Twp.....	104	Dist. No. 1, Frl...	School.....	.....	Own....	.....	.....	.....
Lee Twp.....		Dist. No. 2, Frl...	School.....	.....	Own....	Subscrip., fines..	.....	.....
Lee Twp.....	100	Dist. No. 11....	School.....	.....	Own....	Fines.....	.....	.....
Leroy Twp....		Dist. No. 7....	School.....	Refer'ce.	Own....	.....	.....	.....
Marengo Twp..	70	Dist. No. 1....	School.....	Refer'ce.	Own....	.....	.....	.....
Marengo Twp..	200	Dist. No. 2....	School.....	.....	Own....	Fines.....	.....	.....
Marengo Twp..		Dist. No. 4....	School.....	Refer'ce.	Own....	Taxation....	.....	.....
Marshall....		Public school....	School.....	Both....	Own....	Taxation, fines.	.....	Card.....
Marshall Twp..	250	Ceresco....	School.....	Both....	Own....	Taxation, fines.	.....	.....
Newton Twp...	99	School.....	School.....	Both....	Own....	.....	.....	.....
Newton Twp...	135	Stanley.....	School.....	.....	Own....	Fees.....	.....	Written...
Newton Twp...		Dist. No. 6, Frl...	School.....	.....	Own....	Taxation, Sub...	.....	.....
Penfield Twp...	119	Dist. No. 1....	School.....	Both....	Own....	Fines, Subsc'on.	None....	None....
Penfield Twp...	90	Dist. No. 3....	School.....	Refer'ce.	Own....	Fines.....	.....	.....
Penfield Twp...		Dist. No. 5....	.....	.....	Own....	Fines.....	.....	.....
Penfield Twp...	80	Dist. No. 6....	School.....	.....	Own....	Subscription....	.....	.....
Penfield Twp...	163	Dist. No. 7....	School.....	Both....	Own....	Taxation....	.....	.....
Penfield Twp...	60	Dist. No. 8....	School.....	.....	Own....	Fines.....	.....	.....
Sheridan Twp..	60	School.....	School.....	Both....	Own....	Fines, taxation.	None....	None....
Cass:								
Calvin Twp....	300	Dist. No. 1....	School.....	Refer'ce.	Own....	Fines.....	None....	None....
Calvin Twp....	400	Dist. No. 2....	School.....	Refer'ce.	Own....	Fines.....	None....	None....
Calvin Twp....	300	Dist. No. 3....	School.....	Both....	Own....	Taxation, fines.	None....	None....
Calvin Twp....	400	Dist. No. 5....	School.....	Refer'ce.	Own....	Fines.....	None....	None....
Calvin Twp....	300	Dist. No. 6, Frl...	School.....	Refer'ce.	Own....	Fines.....	None....	None....
Calvin Twp....	300	Dist. No. 7....	School.....	Refer'ce.	Own....	Fines.....	None....	None....
Howard Twp...		Township....	Township....	Both....	Rent....	Taxation, fines.	None....	None....
Howard Twp...	350	Dist. No. 1....	School.....	Refer'ce.	Own....	Fines.....	None....	None....
Howard Twp...	300	Dist. No. 7....	School.....	Refer'ce.	Own....	Fines.....	None....	None....
Howard Twp...	350	Dist. No. 10....	School.....	Refer'ce.	Own....	Fines.....	None....	None....

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
130	10		4 10	130		Open...	School, public...	Yes....		Teacher.
21,074	1,499	83		81,709		Open...	School, public...	No....		Isca Amberg, Battle Creek, 121. W. Van Buren street.
20			1 00							Eva Nichols, Battle Creek, R. 4.
19	12		10 00	98		Open...	School, public...	75 Yes....		F. Poorman, Battle Creek, R. 3.
	2		2 06			Closed...	School...	0 No....		Dorothy L. Canright, Battle Ck.
122	12		8 30			Open...	School...			R. A. Culver, Burlington.
26	31		9 00			Closed...	School...	25		Lucia Drake, Union City.
1						Open...	School...			Doris M. Wildev.
317	50		1 25			Open...	School, public...			A. D. Wright, Burlington.
			11 50	130		Open...	Public...	50 Yes....		Mrs. O. E. Cortright, Springport.
144	2	0	3 80			Open...	Public...	25 No....		Fanny McDonald, Homer.
193	23	0	9 50		200	Open...	Public...	99 Yes....		Elizabeth A. Enos, Tekonsha.
						Open...	School...			Mrs. Laura Wetherbee.
						Open...	School...			Wm. Doolittle, Tekonsha.
	78		15 00				School, public...	75		Geo. W. Vincent.
148						Open...	School, public...	16 Yes....		Clarence Waterbury, Bellevue.
57	8		3 50	31		Open...	School, public...	36 None...		Wm. H. Bauer, Bellevue, R. D. 1.
	6					Closed...	School...			Miss Jennie Ball, Marshall, R. 5.
40	30		5 00			Closed...	School...			Ada L. Sackett, Eckford.
200	35		10 00			Closed...	School...	No....		Teacher.
80			7 20			Open...	School, public...	10 None...		School Board, Eckford.
21			2 60			Open...	School, public...	Yes....		
95		1	11 00	22		Closed...	School...	15		Grace Conley, Marshall.
50	2		1 40			Open...	School, public...	90		W. H. Palmiter, Battle C'k, R. 5.
						Closed...	School...	25 No....		J. E. Crosby, Battle Creek.
112				25	25	Closed...	School...	40 No....		Florence Lee, Ceresco.
90	7		3 40	25	25	Open...	School, public...	40 Yes....		Mrs. P. Herron, Tekonsha.
550	200	12	120 00	821		Open...	School, public...	75 Yes....		Ethel Bechtel, Homer.
40						Open...	School...			Ethel Kibler, Marshall.
0	22	0	5 00			Open...	School, public...	66 1/2 Yes....		Mrs. H. Dedrick, Marshall, R. 3.
				20	25	Open...	School, public...	81		Arlie Hall, Marshall.
100	23					Open...	School...	50		Arthur Sleeper, Olivet.
20						Open...	School...			O. C. Wheeler, Marshall, R. 7.
15	5		2 35			Open...	School...	50 No....		Fannie Verney, East Leroy.
95	5					Open...	School...	20		Wellington Roesley.
123						Open...	School, public...	Yes....		
54	3		15 00			Closed...	School...			Agnes Cooper, Marengo.
2,405	152	16	200 92	3,949	2,000	Open...	School, public...	66 1/2 Yes....		Gertrude B. Smith, Marshall.
69	20	6	24 28	36		Open...	School, public...	0 None...		Alice L. Burkley, Ceresco.
78	0	0	0	0	78	Closed...	School...	No....		Elmer E. Wilson, Burlington.
85	3	1		100		Open...	Public...	25 Yes....		Mary Funk, Battle Creek, R. 2.
			20 00	16	53	Closed...	Public...	0 None...		Lucile Hallern, Ceresco.
112	16	0	10 00	95	11	Open...	Public...	80 Yes....		C. P. Collier, Battle Creek, R. 3.
7	0	0	0			Open...	Public...	0 Yes....		Teacher.
	12		10 00		50	Open...	Public...			
34	23		10 64			Open...	Public...	37		Teacher.
70	31		29 46			Open...	Public...	25 Yes....		A. M. Beardsley, Battle C'k, R. 5.
120						Open...	Public...	10 None...		E. J. Butler, Battle Creek, R. 3.
43	8	0	8 00	20		Open...	Public...			Inez V. Hoyt, Albion, 506 N. Superior street.
82	0	0	0	0	0	Closed...	School...	Yes....		John Melling, Cassopolis.
73	0	0	0	0	0	Closed...	School...	Yes....		Lillie Brown, Cassopolis.
125	0	0	0	0	0	Open...	Public...	Yes....		M. Lulu Hill, Jones, R. F. D.
55	0	0	0	0	0	Closed...	School...	Yes....		Ethel Woodin, Cassopolis, R. 2.
60	0	0	0	0	0	Closed...	School...	Yes....		Daniel Eby, Jones.
225	0	0	0	0	0	Closed...	School...	Yes....		Peter Halthcock, Cassopolis.
490	0	0	0	0	0	Open...	Public...	Yes....		Frank Perkins, Niles.
131	0	0	0	0	0	Closed...	School...	Yes....		Jeannette Doane, Niles.
60	0	0	0	0	0	Closed...	School...	Yes....		M. Louise Huntley, Niles.
60	0	0	0	0	0	Closed...	School...	Yes....		Elizabeth Gearhart, Niles.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
<i>Cass.—Con.</i>								
Howard Twp...	400	Dist. No. 11....	School.....	Refer'ce.	Own....	Fines.....	None.....	None.....
Jefferson Twp...	425	Dist. No. 2.....	School.....	Refer'ce.	Own....	Fines.....	None.....	None.....
Jefferson Twp...	300	Dist. No. 4.....	School.....	Both....	Own....	Fines.....	None.....	None.....
Lagrange Twp...	1,700	Dist. No. 1.....	School.....	Refer'ce.	Own....	Fines.....	None.....	None.....
Lagrange Twp...	400	Dist. No. 4.....	School.....	Refer'ce.	Own....	Fines.....	None.....	None.....
Lagrange Twp...	400	Dist. No. 5.....	School.....	Refer'ce.	Own....	Fines.....	None.....	None.....
Lagrange Twp...	400	Dist. No. 7.....	School.....	Refer'ce.	Own....	Fines.....	None.....	None.....
Marcellus Twp...	300	Dist. No. 1.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Marcellus Twp...	250	Dist. No. 4.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Marcellus Twp...	200	Dist. No. 6.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Marcellus Twp...	850	Dist. No. 9.....	School.....	Refer'ce.	Own....	Taxation, fines.	None.....	None.....
Mason Twp.....	240	Dist. No. 4.....	School.....	Refer'ce.	Own....	Taxation, fines.	None.....	None.....
Mason Twp.....	400	Dist. No. 5.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Newberg Twp...	400	Dist. No. 2.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Newberg Twp...	350	Dist. No. 4.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Newberg Twp...	250	Dist. No. 5.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Newberg Twp...	300	Dist. No. 8.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Newberg Twp...	450	Dist. No. 6, Frl.	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Newberg Twp...	250	Dist. No. 7.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Newberg Twp...	325	Dist. No. 8.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Ontwa Twp....	600	Dist. No. 3.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Penn Twp.....	600	Township.....	Township.....	Both....	Rent....	Taxation, fines.	None.....	None.....
Penn Twp.....	425	Dist. No. 3.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Penn Twp.....	500	Dist. No. 4.....	School.....	Refer'ce.	Own....	Fines.....	None.....	None.....
Penn Twp.....	400	Dist. No. 5.....	School.....	Refer'ce.	Own....	Fines.....	None.....	None.....
Penn Twp.....	400	Dist. No. 7.....	School.....	Refer'ce.	Own....	Fines.....	None.....	None.....
Penn Twp.....	350	Dist. No. 8.....	School.....	Refer'ce.	Own....	Taxation, fines.	None.....	None.....
Pakagon Twp...	250	Dist. No. 2, Frl.	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Pokagon Twp...	260	Dist. No. 5.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Pokagon Twp...	350	Dist. No. 6.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Porter Twp....	.....	Township.....	Township.....	Both....	Rent....	Taxation, fines.	None.....	None.....
Porter Twp....	450	Dist. No. 2.....	School.....	Refer'ce.	Own....	Fines.....	None.....	None.....
Porter Twp....	300	Dist. No. 5.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Porter Twp....	450	Dist. No. 9.....	School.....	Refer'ce.	Own....	Fines.....	None.....	None.....
Silver C'k Twp.	300	Dist. No. 1.....	School.....	Both....	Own....	Fines.....	None.....	None.....
Silver C'k Twp.	300	Dist. No. 5.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Silver C'k Twp.	325	Dist. No. 8.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Volinia Twp...	350	Dist. No. 1.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Volinia Twp...	425	Dist. No. 4.....	School.....	Refer'ce.	Own....	Taxation, fines.	None.....	None.....
Volinia Twp...	250	Dist. No. 7.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Wayne Twp...	400	Dist. No. 2.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Wayne Twp...	250	Dist. No. 3.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Wayne Twp...	250	Dist. No. 6.....	School.....	Both....	Own....	Taxation, fines.	None.....	None.....
Wayne Twp...	400	Dist. No. 9.....	School.....	Refer'ce.	Own....	Fines.....	None.....	None.....
<i>CHEBOYGAN:</i>								
Beaumont Twp	500	Township.....	Township.....	Both....	.....	Fines.....	.....	.....
Beaumont Twp	.....	School.....	School.....	Refer'ce.	Own....	.....	.....	.....
Benton Twp...	.....	Alverno.....	School.....	Refer'ce.	Own....	Taxation.....	.....	.....
Benton Twp...	.....	.....	.....	.....	Own....	Taxation, fines.	None.....	None.....
Benton Twp...	.....	Dist. No. 1.....	School.....	Circ'ing.	Own....	.....	.....	.....
Benton Twp...	.....	Dist. No. 7.....	School.....	Both....	Own....	Fines.....	.....	.....
Burt Twp.....	.....	Township.....	Township.....	.....	Own....	.....	.....	.....
Burt Twp.....	.....	Dist. No. 2.....	School.....	Both....	Own....	Taxation, fines.	.....	Written....
Cheboygan....	8,000	Public.....	Free.....	Both....	Rent....	Taxation, fines.	Dewey....	Card.....
Ellis Twp.....	.....	School.....	School.....	Both....	Own....	Subsc., fines.	.....	Written....
Ellis Twp.....	.....	Dist. No. 1.....	School.....	.....	Own....	Subscription.....	.....	.....
Forest Twp...	.....	School.....	School.....	.....	Own....	.....	.....	.....
Forest Twp...	.....	School.....	School.....	.....	.....	.....	.....	.....
Forest Twp...	.....	Dist. No. 3.....	School.....	.....	.....	.....	.....	.....
Grant.....	.....	Dist. No. 1.....	.....	.....	Own....	Taxation.....	.....	.....

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
85	0	0	0	0	0	Closed	School	Yes	Yes	Margaret Mannix, Niles.
121	0	0	0	0	0	Closed	School	Yes	Yes	Flora E. Martin, Dailey.
88	0	0	0	0	0	Open	Public	Yes	Yes	W. J. Armstrong, Edwardsburg.
550	25	0	0	0	0	Closed	School	Yes	Yes	Paul P. Mason, Cassopolis.
52	0	0	0	0	0	Closed	School	Yes	Yes	Bernice Williams.
132	0	0	0	0	0	Closed	School	Yes	Yes	Loretta Moran, Dailey.
58	0	0	0	0	0	Closed	School	Yes	Yes	Fanny Springsteen, Cassopolis.
69	0	0	0	0	0	Open	School	Yes	Yes	Daisy Lewis, Marcellus.
55	0	0	0	0	0	Open	School	Yes	Yes	Neva Kent, Cassopolis.
60	0	0	0	0	0	Open	School	Yes	Yes	Fanny Saulpaugh, Marcellus.
500	40	0	0	0	0	Open	School	Yes	Yes	Edmund Schoetzow, Marcellus.
66	0	0	0	0	0	Closed	School	Yes	Yes	James Brody, Edwardsburg.
130	0	0	0	0	0	Open	School	Yes	Yes	D. W. Eby, Edwardsburg.
108	0	0	0	0	0	Open	School	Yes	Yes	Florence Ashcroft, Cassopolis.
67	0	0	0	0	0	Closed	School	Yes	Yes	Virginia Chapman, Vandalia.
55	0	0	0	0	0	Closed	School	Yes	Yes	Ernest D. Miller, Marcellus.
137	2	0	1 00	0	0	Closed	School	Yes	Yes	Samuel Norton, Jones.
111	10	0	5 00	0	0	Closed	School	Yes	Yes	Mark P. Demunyon, Jones.
100	50	0	25 00	0	0	Closed	School	Yes	Yes	Teresa O'Brien, Wakelee.
70	0	0	0	0	0	Closed	School	Yes	Yes	Fred J. Woods, Cassopolis.
300	0	0	0	0	0	Closed	School	Yes	Yes	C. D. Pemberton, Edwardsburg.
300	0	0	0	0	0	Open	Public	Yes	Yes	Irving O'Dell, Vandalia.
132	35	0	0	0	0	Open	School	Yes	Yes	Edna D. DeCov, Penn.
275	0	0	0	0	0	Closed	School	Yes	Yes	John Myron, Vandalia.
60	0	0	0	0	0	Closed	School	Yes	Yes	Samuel Norton, Penn.
130	0	0	0	0	0	Closed	School	Yes	Yes	Fred Dricke, Penn.
50	0	0	0	0	0	Closed	School	Yes	Yes	Harry Crandall, Cassopolis.
0	0	0	0	0	0	Closed	School	Yes	Yes	Maude B. Swisher, Dowagiac.
105	0	0	0	0	0	Closed	School	Yes	Yes	Anna D. Udel.
190	0	0	0	0	0	Closed	School	Yes	Yes	Olive Knapp, Cassopolis.
347	0	0	0	0	0	Open	Public	Yes	Yes	Daniel Eby, Jones.
180	0	0	0	0	0	Closed	School	Yes	Yes	Jessie Mann, Marcellus.
90	0	0	0	0	0	Closed	School	Yes	Yes	Fred Hoover, Constantine.
90	0	0	0	0	0	Closed	School	Yes	Yes	Omar H. Fisher, Cassopolis.
134	0	0	0	0	0	Closed	School	Yes	Yes	Lloyd Conkling, Dowagiac.
155	66	0	0	0	0	Closed	School	Yes	Yes	John Finley, Dowagiac.
144	0	0	0	0	0	Closed	School	Yes	Yes	Celia Eby, Eau Claire.
60	0	0	0	0	0	Closed	School	Yes	Yes	Edna D. Norton, Dowagiac.
75	0	0	0	0	0	Closed	School	Yes	Yes	Mabel Curtis, Vandalia.
50	0	0	0	0	0	Closed	School	Yes	Yes	Laura Rosewarne, Marcellus.
50	47	0	25 00	0	0	Closed	School	Yes	Yes	Clara B. Wellett, Dowagiac.
84	0	0	0	0	0	Closed	School	Yes	Yes	Leo A. Donahue, Dowagiac.
63	0	0	0	0	0	Closed	School	Yes	Yes	Kate H. Bock, Dowagiac.
100	0	0	0	0	0	Closed	School	Yes	Yes	Mary Sweetland, Dowagiac.
90	16	8 50	80	90	Open	Public	Public	50	Yes	Frank Moody, Cheboygan.
98	34	18 50	72	23	Closed	School	School	33	Yes	L. H. Belknap, Alverno.
72	23	11 90	20	13	Open	School	School	50	None	
188	73	42 00	161	25	Open	School, public	School, public	50	Yes	M. K. Cook, Cheboygan.
400	9	20 00	400	235	Open	Public	Public	66 2/3	Yes	Mrs. R. S. Monroe, Topinabee.
81	449	400 00	22,500	3,000	Open	School	School	12 1/2	None	Alberta Todd, Cheboygan.
5,169	1	2 40	45	80	Open	Public	Public	40	None	Mrs. M. M. Benedict, Cheboygan.
122	1	2 40	45	80	Open	School, public	School, public	50	None	Germaine McCann, Afton.
36	1	2 40	45	80	Open	School, public	School, public	75	None	Flora Trudo, Cheboygan.
19	1	2 40	45	80	Open	School, public	School, public	20	No	Cora Jalie, Tower.
12	1	2 40	45	80	Open	School, public	School, public	33 1/3	No	
78	1	2 40	45	80	Open	School, public	School, public	33 1/3	No	
78	1	2 40	45	80	Open	School, public	School, public	33 1/3	No	Herbert J. Penoyer, Cheboygan.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
CHEBOYGAN.—								
Grant.....		Dist. No. 4.....	School.....	Both.....	Own.....			
Inverness Twp.....	200	Riggsville.....	School.....	Rent.....	Taxation.....		Written.....	
Inverness Twp.....		Dist. No. 4.....	School.....		Fines, socials.....		Written.....	
Inverness Twp.....		Tannery.....	School.....	Both.....	Own.....	Taxes, Subse.....		
Inverness Twp.....		Dist. No. 6.....	School.....	Refer'ce.....	Own.....	Taxes.....		Written.....
Mackinaw City.....	750	School.....	School.....	Both.....	Own.....			
Menton Twp.....	50	Woods.....	School.....	Both.....	Own.....	Taxation.....		
Munro.....		Weadock.....	School.....	Own.....	Own.....			
Nunda.....		Snow.....	School.....	Own.....	Subscription.....			
Nunda.....	50	Trobridge.....	School.....	Own.....	Own.....			
Nunda.....	800	Wolverine.....	School.....	Own.....	Fines, taxation.....			
Tuscorora Twp.....	560	Indian River.....	School.....	Refer'ce.....	Own.....			
Waverly Twp.....		Township.....	Township.....	Own.....	P. house.....	Taxation.....		
Waverly Twp.....	100	Dist. No. 1.....	School.....	Circ'ting.....	Own.....	Socials.....		
Waverly Twp.....		Dist. No. 4.....	School.....	Own.....	Taxation.....			
Wilnot Twp.....		School.....	School.....	Circ'ting.....	Own.....	Socials.....		
CRAWFORD:								
Grayling Twp.....	1,800	Grayling Twp.....	Township.....	Both.....	Own.....	Fines.....	None.....	None.....
EATON:								
Bellevue.....		School.....	School.....	Circ'ting.....	Own.....	Fines.....		
Bellevue Twp.....		Section Hill.....	School.....	Circ'ting.....	Own.....			
Benton Twp.....		School.....	School.....					
Benton Twp.....	91	Dist. No. 10.....	School.....	Both.....	Own.....	Subscription.....		
Benton Twp.....		Brody.....	School.....	Own.....	Fines.....			
Brookfield Twp.....		School.....	School.....	Own.....	Own.....			
Brookfield Twp.....		Perry.....	School.....	Both.....	Own.....	Taxation.....		
Brookfield Twp.....	125	Wilcox.....	School.....	Both.....	Own.....	Fines.....		
Carmel.....	130	Morse.....	School.....	Own.....	Fines.....			
Carmel.....	75	Valley.....	School.....	Refer'ce.....	Own.....	Subscription.....		
Charlesworth.....	140	School.....	School.....	Refer'ce.....	Own.....	Fines.....		
Chester Twp.....		School.....	School.....	Refer'ce.....	Own.....	Taxation.....		
Chester Twp.....		Ames.....	School.....	Own.....	Subscription.....			
Chester Twp.....	50	Kelley.....	School.....	Own.....	Own.....			
Chester Twp.....	100	Dist. No. 3.....	School.....	Refer'ce.....	Own.....	Taxation.....		Written.....
Delta Twp.....		School.....	School.....	Own.....	Own.....			
Delta Twp.....		Harpster.....	School.....	Own.....	Own.....			
Eaton Twp.....		School.....	School.....	Circ'ting.....	Own.....	Taxation.....		
Eaton Twp.....		School.....	School.....	Own.....	Own.....			
Eaton Twp.....	100	Royston.....	School.....	Both.....	Own.....			Written.....
Eaton Twp.....	120	Southworth.....	School.....	Circ'ting.....	Own.....	Taxation.....		
Eaton Twp.....		Southworth.....	School.....	Own.....	Own.....			
Eaton Twp.....		Fairview.....	School.....	Circ'ting.....	Own.....			Written.....
Eaton R'p's Tp.....		Brickyard.....	School.....					
Eaton R'p's Tp.....	88	Smith.....	School.....	Circ'ting.....	Pt. h'se.....	Fines, subse.....		
Eaton R'p's Tp.....	123	Hall.....	School.....	Own.....	Own.....	Taxes, Ent'ts.....		
Hamlin Twp.....	200	Bay Window.....	School.....	Both.....	Own.....	Subse, fines.....		
Hamlin Twp.....	85	Bradford.....	School.....	Circ'ting.....	Own.....	Taxes, fines.....		
Hamlin Twp.....	75	Onderdonk.....	School.....	Both.....	Own.....	Taxes.....		Written.....
Kalamo Twp.....		School.....	School.....	Own.....	Own.....			
Kalamo Twp.....	100	Kalamo.....	School.....	Own.....	Subse, socials.....			
Kalamo Twp.....	496	Mason.....	School.....	Both.....	Own.....	Taxation.....		
Kalamo Twp.....	140	Dist. No. 8.....	School.....	Both.....	Own.....	Taxation, soc'ls.....		
Oneida Twp.....		School.....	School.....	Circ'ting.....	Own.....			
Oneida Twp.....		School.....	School.....	Both.....	Own.....	Subscription.....		Written.....
Oneida Twp.....		Oneida Center.....	School.....	Circ'ting.....	Own.....	Taxation.....		
Oneida Twp.....	70	Strange.....	School.....	Own.....	Own.....	Taxation.....		
Spicerville.....		School.....	School.....					Card.....
Spicerville.....	133	Stine.....	School.....	Own.....	Socials.....			
Sunfield Twp.....	120	Dow.....	School.....	Own.....	Fines.....			

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
23	1						School.....	75	None....	J. E. Tuttle, Cheboygan.
258				210	50	Open....	School, public.		Yes....	Joseph L. Massey, Riggsville.
144						Open....	School, public.		Yes....	Teacher.
272	4	1				Open....	School, public.		None....	E. Beatrice Galbraith, Cheboy'n.
68	4		\$15 00	38	60	Open....	School, public.	10	None....	
246	8					Open....	School, public.	50		
72				70	72	Open....	School, public.	74	Yes....	Mabel F. Knowlton, Wildwood.
86	20		11 45				School.....	25	Yes....	Mattie Galbraith, Weadock.
75	19		9 80			Open....	School, public.	75		Frances Smith, Wolverine.
109	4	3				Open....	School, public.	55		Walter E. Pennell, Trobridge.
375	30		12 00	150	200	Open....	Pupils.....	15	Yes....	W. L. Coffey, Wolverine.
110				300	100	Open....	Pupils.....	5	No....	Geo. Kirkendell, Indian River.
325				200		Open....	Pupils.....	75	No....	Mrs. Carrie Hutchinson, Arva.
80	23		6 85	70	70	Open....	Pupils.....	50	No....	May Riegler, Arva.
25	25	1	21 50	11		Open....	Pupils.....	33½		Ethel Penoyer, Tower.
20						Open....	Pupils.....	50		
1,328	0	0	0	1,000		Open....	Public.....	75	No....	Mrs. Lee Winslow, Grayling.
90	13		3 60		90	Open....	School, public.	20		Glen McCotter, Bellaire.
105	75						School, public.	50		
112				40		Open....	School, public.	10	No....	
63	16		5 55	60	150	Open....	School, public.	50		
45	31		6 40	30		Open....	School, public.	20	Yes....	Elmer S. Gilman, Eaton Rapids.
97	31			120		Open....	School, public.	62	None....	Zella A. McManus, Eaton Rapids.
74			5 00	250		Open....	School, public.	16	Yes....	Nellie E. Arksey, Charlotte.
100	15		3 25	60		Open....	School, public.	10	Yes....	Floyd E. Mitchell, Eaton Rapids.
153	9		3 13			Open....	School, public.	80	Yes....	E. Grace Haynes, Vermontville.
75						Closed...	School.....	33½	None....	
35	6		3 00		45	Open....	School.....	10	Yes....	Sylvia Norris.
52			8 00			Closed...	School.....			Bernice Blasier, Charlotte.
						Open....	School.....	75		Gayle Baker, Charlotte, R. D. 7.
137	2		6 00			Open....	School.....		No....	Grace Pugh, Sunfield No. 2.
100				50		Open....	School.....	66½	None....	Frank King, Charlotte, R. D. 12.
49						Open....	School.....	35		
52	40		20 00			Open....	School.....			Ora Parker, Mulliken.
	9		8 00	225		Open....	School.....	50		Henrietta F. Ely, Olivet.
85	2		1 50			Open....	School.....	25		Homer Holcomb, Charlotte.
115		3		16	115	Open....	School.....	24		Mildred M. Rathbun, Charlotte.
85						Closed...	School.....	15	No....	Millie Van Deusen, Eaton Rapids.
128						Open....	School, public.		No....	Mrs. E. L. Hoffer, Charlotte.
85						Open....	School, public.	40	None....	Della D. Decker, Charlotte.
	19		6 10							
				33		Open....	School, public.	33½		Mrs. S. M. Rogers, Eaton R'ds, 6.
46	37		13 00			Open....	School, public.	44	None....	Mrs. L. Kelley, Bellevue, No. 5.
115	40		21 00	56		Open....	School, public.	44½	Yes....	Clara H. Miller.
					33	Open....	School, public.	5	Yes....	
68	11		7 47	91		Open....	School, public.	26½	No....	Mabelle Wheeler, Eaton Rapids.
85						Open....	School, public.	5	None....	Ola L. Wright, Bellevue, No. 5.
131						Open....	School, public.	50	No....	Lena Bradley, Olivet, R. F. D. 2.
257	72		5 00	107	54	Open....	School, public.	42	No....	Myrtie Harriman, Vermontville.
30			9 00			Closed...	School.....	10	No....	Ruby Love, Charlotte.
25	40		10 00			Open....	School.....	32	No....	M. F. Chapman, Grand Ledge.
113	18		10 00			Open....	School, public.	40	Yes....	Bessie G. King, Charlotte, R. 12.
162						Open....	School, public.	55	None....	Pearl Guilford, Grand Ledge, R. 6.
53	5		2 50			Open....	School, public.			Faith Otto, Grand Ledge.
					30	Closed...	School.....		Yes....	Millie Gilman, Eaton Rapids.
46						Closed...	School.....	10		Clara Wilkinson.
128	21		8 00	100		Closed...	School.....	53	Yes....	

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
EATON.—Con.								
Sunfield Twp...		Hunter...	School...		Own...			
Sunfield Twp...	105	Shaytown...	School...	Circ'ing.	Own...	Taxation...		
Vermontville...	82		School...		Own...	Taxation, soc's.		
Vermont'e Twp.		Barnes...	School...	Both...	Own...	Taxation, soc's.		
Vermont'e Twp.		Chance...	School...		Own...	Taxation, soc's.		
Vermont'e Twp.	60	Patterson...	School...		Own...	Taxation, fines.		
Walton Twp...		School...	School...		Own...			
Walton Twp...		School...	School...		Own...			
Windsor Twp...		School...	School...		Own...			
Windsor Twp...	170	Skinner...	School...	Circ'ing.	Own...	Subscription...		
GOGEBIC:								
Bessemer...	4,000	Bessemer...	Free public.	Both...	Rent...	Taxation.....	Subjects.....	Printed...
Ironwood...	11,000	Carnegie...	Free...	Both...	Own...	Taxation.....	Dewey.....	Card.....
Ironwood...	11,000	School...	School...	Both...	Own...	Taxation, fines.	None.....	None.....
Wakefield...	2,300	School...	School...	Circ'ing.	Own...	Taxation.....		Printed...
GD. TRAVERSE:								
Acme Twp...	100	Dist. No. 3...	School...		Own...	Fines.....		
Blair Twp...		Beitner...	School...		Own...	Fines.....		
East Bay...		Township...	Township...			Fines.....		
Fife Lake...		Fife Lake...	Township...	Circ'ing.	Neither...	Fines.....		Written...
Garfield Twp...		Dist. No. 5...	School...		Own...	Socials.....	None.....	None.....
Grant Twp...	105	Hill Street...	School...		Own...	Subc., fines...		
Long Lake Twp	500	Long Lake...	Township...			Taxation.....		
Mayfield...		Mayfield...	Township...		Neither...	Fines.....		
Old Mission...	250	Old Mission...	School...	Both...	Own...	Taxation, fines.		
Paradise Twp...	1,000	Kingsley...	School...	Refer'ce.	Own...	Fines.....	Dewey.....	Written...
Paradise...		Dist. No. 3 Frl.	School...		Own...	Taxation.....		
Paradise...		Dist. No. 4...	School...		Own...	Taxation, fines.		
Peninsula Twp.	300	Ogdensburg...	School...	Both...	Own...	Fees, fines, gifts	None.....	None.....
Peninsula Twp.	140	Stony Beach...	School...		Own...	Fines.....		
Traverse City...	9,407	Traverse City...	Free public...	Both...	Own...	Taxation, fines.	Dewey decimal.	Card.....
Traverse City...		Ladies'...	Ladies'...	Circ'ing.	Own...	Fees, rents...	None.....	Printed...
Union Twp...	200	Township...	Township...	Circ'ing.	Rent...	Fines.....	None.....	None.....
GRATIOT:								
Alma...	3,000	Public school...	School...	Both...	Own...	Taxation, fines.		Card.....
Arcada Twp...	68	Dist. No. 4...	School...		Own...	Fines.....		
Arcada Twp...	125	Dist. No. 5...	School...	Refer'ce.	Own...	Taxation.....		
Arcada Twp...		Dist. No. 8...	School...					
Bethany Twp...	162	School...	School...		Own...	Fines.....		
Bethany Twp...		Dist. No. 1 Frl.	School...	Circ'ing.	Own...	Taxation.....		Written...
Bethany Twp...	75	Dist. No. 3...	School...	Refer'ce.	Own...	Fines.....		Written...
Bethany Twp...		Dist. No. 6...	School...		Own...	Fines.....		
Bethany Twp...		Dist. No. 8...	School...		Own...			
Brecken'ge Tp.	650	Dist. No. 2...	School...	Refer'ce.	Own...	Taxation, fines.		
Elba Twp...	80	Dist. No. 2...	School...		Own...	Taxation, fines.		
Elba Twp...	617	Ashley...	School...	Refer'ce.	Own...	Taxation.....		
Elba Twp...		Dist. No. 5...	School...		Own...			Written...
Emerson Twp...	140	Dist. No. 2...	School...		Own...	Fines.....		
Emerson Twp...	120	Dist. No. 8...	School...		Own...	Fines.....		
Fulton Twp...	140	Dist. No. 2...	School...		Own...	Fines.....		
Fulton Twp...	96	Dist. No. 3...	School...		Own...			
Fulton Twp...		Dist. No. 4 Frl.	School...	Circ'ing.	Own...	Tax.....		Printed...
Fulton Twp...		Dist. No. 7...	School...		Own...	Fines.....		
Hamilton Twp.	100	Dist. No. 2...	School...	Refer'ce.	Own...	Fines.....		
Hamilton Twp.		Dist. No. 1...	School...		Own...	Fines.....		
Lafayette Twp.	175	Dist. No. 2...	School...		Own...	Fines.....		
Lafayette Twp.		Dist. No. 4...	School...	Both...	Own...	Fines.....		
Lafayette Twp.		Dist. No. 5...	School...		Own...	Fines.....		
Newark Twp...	126	Dist. No. 2...	School...		Own...	Fines.....		

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
179						Closed...	School.....			Nora Parker, Mulliken.
111	48	2	\$5 00	100	111	Closed...	School.....	50		Etta Davis, Sunfield.
101	1		5 00		35	Closed...	School.....	No.		Mary Green, Vermontville.
157				153		Closed...	School.....	83		Leta Rich, Vermontville.
130	10		10 00			Closed...	School.....	33½	None...	
	1					Closed...	School.....		Yes...	
22						School.....	School.....	13		
45	2					Closed...	School.....	No.		Teacher.
69								35		Marie Donehue.
88	15		12 00	408		Closed...	School.....	25	None...	Frances L. Hathaway, Dimon'e.
1,658	100	24	187 92	900		Open...	Public.....	50	No.	Carrie A. Davis, Bessemer.
6,000	380	12		25,000		Open...	Public.....			C. Nelson.
1,500	150	12	15 00		1,000	Closed...	School.....	20	Yes...	Elizabeth Glasser, Ironwood.
498	114		70 00	1,642		Open...	Public.....	90	Yes...	L. W. Brice, Wakefield.
58	10		4 64			Closed...	School.....			Geo. Whitson, Bates.
69	19	0	11 26			Open...	Public.....	No.		Lina E. Hager.
155				45		Open...	Public.....	65	None...	Minnie A. Hewitt Traverse City.
425	50		34 30	520		Open...	Public.....	65	Yes...	Will A. Kent, Fife Lake.
45	0	0	0	45	45	Closed...	School.....		None...	
62						Open...	School.....	10	No.	
235	35		18 00	250		Open...	School.....	50	None...	Sarah M. Richardson, Trav. City.
450						Open...	School.....	75	Yes...	Mrs. Geo. Sammons, Monroe Cr.
450	15	0	10 00			Closed...	School.....	50		A. H. Class.
250	5		26 00	60		Closed...	School.....	70	Yes...	Maude Lardie, Old Mission.
170						Closed...	School.....			J. E. Woodward, Summit City.
60	20					Closed...	School.....		Yes...	
20						Open...	Public.....	75		
196	67			50		Open...	Public.....	70	Yes...	E. S. Nelson, Traverse City, No. 1
7,843	376	54		31,666		Open...	Public.....		Yes...	Helen Stout, 428 Webster St.
3,010	127	0	157 85	2,683		Closed...	Members.....	75	Yes...	Callie Thacker, Traverse City.
225	41	0	15 00	106		Open...	Public.....		Yes...	Susie Hager, Fife Lake.
2,100	150	8	100 00			Closed...	School.....	35	Yes...	Florence Hall, Alma.
131				90		Open...	School, public..	25	Yes...	
96	1		5 25		96	Closed...	School.....	25	Yes...	
70	15		5 00			Closed...	School.....			
98	11		6 19		43	Open...	School, public..	46		Grace Hearn, St. Louis, No. 4.
118	16		10 00			Open...	School, public..	30	None...	
82	1		75		41	Open...	School, public..	0	No.	Minnie Hunt, Breckenridge, No. 5
25						Open...	School, public..	1		
94						Open...	School, public..			F. T. Harrison.
	1	4	3 00	100		Open...	School, public..		Yes...	W. E. Swope, Breckenridge.
30			2 00		50	Open...	School, public..	10	Yes...	W. E. Fuller.
214	35		107 39			Open...	School, public..	12	Yes...	Hallie J. Rose, Ashley.
144			4 42			Closed...	School.....			Mabel Clark, Bannister.
73						Open...	School, public..		Yes...	
110						Open...	School, public..	10	Yes...	
85				40	50	Open...	School, public..	33½	Yes...	Lurel Chaffin, Pompeii.
104						Open...	School, public..	50		F. D. Powell, Perrinton.
	1		1 50			Open...	School, public..			N. B. Payne, Perrinton, No. 1.
99						Open...	School, public..	50		
48	14		6 00			Closed...	School.....			
50				40	40	Open...	School, public..	66½	No.	John McLaren, North Star, No. 2.
217	9		3 60			Open...	School, public..	25		
60	12		6 00			Open...	School, public..	75	No.	Goldia Van Ness, Merrill.
121	8		3 88			Open...	School, public..		Yes...	
77				77	77	Open...	School, public..	75	No.	

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
GRATIOT—Con:								
Newark Twp...		Dist. No. 5.....	School.....		Own.....	Fines.....		
New Haven Tp.	150	Dist. No. 2.....	School.....		Own.....	Fines.....		
New Haven Tp.	133	Dist. No. 3.....	School.....	Refer'ce.	Own.....	Fines.....		
New Haven Tp.		Dist. No. 4.....	School.....		Own.....	Fines.....		
New Haven Tp.	1,400	Dist. No. 6.....	School.....	Both...	Own.....	Fines.....		
New Haven Tp.		Dist. No. 9.....	School.....		Own.....	Taxation.....		Written....
No. Shade Twp.		Dist. No. 1.....	School.....		Own.....	Fines.....		
No. Shade Twp.		Dist. No. 2.....	School.....		Own.....	Taxation.....		
No. Shade Twp.	100	Dist. No. 3.....	School.....		Own.....	Fines.....		
No. Shade Twp.		Dist. No. 6.....	School.....	Both...	Own.....	Tax, subscrip'n.		
No. Shade Twp.		Dist. No. 7.....	School.....		Own.....	Tax.....		
No. Shade Twp.	130	Dist. No. 8.....	School.....		Own.....	Fines.....		
No. Shade Twp.	125	Dist. No. 9.....	School.....	Circ'ing.	Own.....	Socials.....		
North Star.....	400	Dist. No. 1.....	School.....		Own.....	Fines.....		
North Star.....		Dist. No. 2.....	School.....		Own.....	Tax.....		
North Star.....	105	Dist. No. 6.....	School.....		Own.....	Fines.....		
North Star.....		Dist. No. 8.....	School.....		Own.....	Fines.....		Written....
Perrinton.....	250	Public School.....	School.....		Own.....	Fines.....		
Pine River Twp	125	Elm Grove.....	School.....		Own.....	Fines.....		
Pine River Twp	156	Dist. No. 3.....	School.....		Own.....	Fines.....		
Pine River Twp		Dist. No. 5 Frl.....	School.....		Own.....	Fines.....		
Seville Twp.....		School.....	School.....		Own.....	Fines.....		
Seville Twp.....		Dist. No. 3.....	School.....		Own.....	Fines.....		
Seville Twp.....		Dist. No. 4 Frl.....	School.....		Own.....	Fines.....		
Seville Twp.....		Dist. No. 5.....	School.....	Both...	Own.....	Fines.....		
Summer Twp....	100	Dist. No. 1.....	School.....		Own.....	Taxation.....		
Summer Twp....	115	Dist. No. 5.....	School.....		Own.....	Socials, fines...		
Summer Twp....		Dist. No. 6.....	School.....		Own.....	Fines.....		
Summer Twp....		Noyes.....	School.....		Own.....	Fines.....		
Summer Twp....		Graham.....	School.....		Own.....	Fines.....		
St. Louis.....	3,000	High school.....	School.....		Own.....	Fines.....		Card.....
Wheeler Twp...	200	Dist. No. 1.....	School.....		Own.....	Fines.....		
Wheeler Twp...		Dist. No. 3.....	School.....		Own.....	Fines.....		
Wheeler Twp...		Dist. No. 4.....	School.....		Own.....	Fines.....		
Wheeler Twp...		Dist. No. 6.....	School.....		Own.....	Fines.....		
Washington Tp.	80	Dist. No. 2.....	School.....		Own.....	Fines.....		
Washington Tp.		Dist. No. 3.....	School.....		Own.....	Fines.....		
Washington Tp.	125	Dist. No. 5.....	School.....		Own.....	Fines.....		
Washington Tp.	140	Dist. No. 6.....	School.....		Own.....	Fines.....		
HOUGHTON:								
Atlantic Mine...	2,000	School.....	School.....		Own.....	Fines, taxation.		
Calumet.....		C. & H. Co.....	Free public...	Circ'ing.	Own.....	C. & H. Co, tax	Dewey.....	Card.....
Calumet.....	5,000	Dist. No. 2.....	School.....	Circ'ing.	Own.....	Fees, fines....	None.....	Written....
Duncan Twp....	550	Kenton.....	Township...	Circ'ing.	Rent.....	Fees, fines....	None.....	None.....
Franklin Twp...		Pewabic.....	School.....	Refer'ce.	Own.....	Fines.....	None.....	None.....
Franklin Twp..	800	Franklin.....	School.....		Own.....	Taxation.....	Subjects....	
Houghton.....	5,000	Women's Lib. As.	School.....	Circ'ing.	Own.....	Fees, fines....	None.....	Card.....
Houghton.....	5,000	College of Mines.	College.....	Both.....	Own.....	Taxation.....	Dewey.....	Card.....
Opechee.....	5,000	School.....	School.....	Circ'ing.	Rent.....	Taxation.....	None.....	Printed...
Osceola Twp...	2,000	Osceola.....	School.....	Refer'ce.	Own.....	Tax., fees, fines.	Dewey.....	Card.....
INGHAM:								
Alaiedon Twp..			School.....		Own.....	Fines.....		
Alaiedon Twp..	81		School.....		Own.....	Taxation, fines..		
Alaiedon Twp..			School.....	Both...	Own.....	Fines.....		
Alaiedon Twp..	81	Canan.....	School.....		Own.....	Taxation.....		
Alaiedon Twp..		Dist. No. 6.....	School.....		Own.....	Fines.....		
Alaiedon Twp..		Alaiedon Center...	School.....		Own.....	Fines.....		
Aurelius Twp..		Barnes.....	School.....		Own.....	Fines.....		
Aurelius Twp..		Bunker.....	School.....		Own.....	Taxation.....		
Aurelius Twp..		Grelton.....	School.....	Both...	Own.....	Fines.....	None.....	
Aurelius Twp..	50	Wilcox.....	School.....	Circ'ing.	Own.....	Fines.....		

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
85	1		\$3 11			Open...	School, public.		Yes...	
88	9	1	5 08		86	Open...	School, public.	75	None...	Edith M. Devoe, Sumner, No. 1.
65						Open...	School, public.	25	None...	Reuben Cheney, Ithaca.
60						Open...	School, public.	75	None...	W. W. Davis, Ithaca, R. F. D. 1.
25						Open...	School, public.	30	No...	Daniel M. Seifried, Sumner.
60	3		4 00			Open...	School, public.			D. G. Locke, Carson City.
35						Open...	School, public.	25	No...	Annie M. McGregor, Carson City
85	1		1 75			Open...	School, public.	Yes...	Yes...	J. A. Staley.
106	18		8 50	50	50	Open...	School, public.	25		
78	20		13 00	30	75	Open...	School, public.	71	None...	
108	24		6 00		105	Closed...	School...	10	Yes...	Edward Bolsen, Middleton.
101	13		8	22	22	Open...	School, public.	15	None...	
110	10		6 53	100	10	Open...	School, public.	50	No...	
70	14		4 85			Closed...	School...			
84	8		8 30			Open...	School, public.	50	Yes...	J. L. Evitts, Ithaca, R. F. D. 4.
147	11		8 37			Open...	School, public.	None...	None...	
188						Open...	School, public.	25	None...	
80						Open...	School, public.	Yes...	Yes...	Geo. Acker, Forest Hill.
87						Open...	School, public.	Yes...	Yes...	Geo. Palmer, Forest Hill.
120	6		3 27			Open...	School, public.	30	Yes...	Wm. Allen, Alma, R. F. D. No. 2.
55	1		6 00			Closed...	School...			Ethel Bemis, Ewell.
	6		5 95			Open...	School, public.			Cora Choan, Riverdale.
85	5		3 50			Open...	School, public.	60	Yes...	Seely Amsburg, Ewell.
137	9		4 53	36		Open...	School, public.	50	None...	Catherine Wynne, Alma.
100	1		5 50	33	33	Open...	School, public.	25		E. A. Potter, Ewell, No. 1.
105		3		50	105	Open...	School, public.	0	None...	J. I. Hallivill, Alma, No. 1.
96						Open...	School, public.	0	None...	A. E. Tomlin.
76						Open...	School, public.			
	20					Open...	School, public.			Pearl Hazelton, Alma.
600	100	2		1,000		Open...	School, public.	50	Yes...	Prudie Scriver, St. Louis.
57	17		18 75	45		Open...	School, public.	50		Eugene Wood, Breckenridge.
145			9 27			Open...	School, public.	25		
94						Open...	School, public.	64		Thos. O'Connor, Merrill.
39						Open...	School, public.	Yes...	Yes...	J. C. King, R. F. D. No. 2.
75	3		4 25			Open...	School, public.	50	No...	A. M. McDonald, Ashley.
71	1		1 50			Open...	School, public.	50	Yes...	
99	6		5 40			Closed...	School...	5	Yes...	
			9 50		38	Closed...	School...	Yes...	Yes...	
1,054	74	6	150 00			Open...	Pupils...		None...	Cora Jeffrs, Atlantic Mine.
25,484	2,638	123		120,973		Open...	Public...	27.6	Yes...	Mrs. E. S. Grierson, Calumet.
2,056	603	0	478 76	5,098		Open...	Public...	75	Yes...	Hattie Pope, Box, 152 Calumet.
300	0	0	0	654		Open...	Public...	75	Yes...	E. W. Mackey, Kenton.
1,200	140		92 00	250	750	Open...	Public...	40		J. Bettins, Hancock.
150	6	1				Open...	Public...	30		F. X. Clifford, Houghton.
2,015	140	1	118 02	3,000		Closed...	Members...	75	Yes...	
21,406	801	255				Closed...	College...			Francis H. Scott, Houghton.
4,050	400	0	250 00	1,500	0	Open...	Public...	664	None...	A. Nicholls, Opechee.
1,250	150	0	136 27	2,621	500	Open...	School...	26	Yes...	Thos. R. Davis, Dollar Bay.
141	4					Open...	School, public.	55		Elizabeth Andrews.
82						Closed...	School...	52	Yes...	J. E. Cox, Mason.
91	14		5 25			Closed...	School...	75	Yes...	W. K. Laub.
5	4		16 00			Closed...	School...	90	No...	Chas. Pierce, Mason.
50	6		18 50	0	45	Open...	School, public.	10		Teacher.
101			10 00			Open...	School, public.	50	None...	Bert True, Mason.
110	5		17 50			Closed...	School...			J. E. Freer, Mason.
150	25					Open...	School, public.	25	Yes...	H. S. Rodman, Eaton Rapids.
102	8		20 70		40	Open...	School, public.	25		L. J. Lundberg, Mason.
270	80		21 00		12	Open...	School, public.	334	Yes...	W. W. Weeks, Mason, No. 9.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
INGHAM.— <i>Con.</i>								
Aurelius Twp...	150	Dist. No. 7....	School.....	.....	Own.....	Fines.....	.....	.....
Bunker Hill Tp.	.....	.....	School.....	Refer'ce.	Own.....	Fines.....	.....	.....
Bunker Hill Tp.	120	Dist. No. 3....	School.....	.....	Own.....	Fines.....	.....	.....
Bunker Hill Tp.	100	Dist. No. 5 Frl...	School.....	Refer'ce.	Own.....	.....	.....	.....
Bunker Hill Tp.	150	Dist. No. 6....	School.....	Circ'ing.	Own.....	Fines.....	.....	.....
Delhi Twp.....	.....	School.....	School.....	Refer'ce.	Own.....	Fines.....	.....	.....
Delhi Twp.....	.....	School.....	School.....	Refer'ce.	Own.....	Fines.....	.....	.....
Delhi Twp.....	80	Grovenburg.....	School.....	.....	Own.....	Fines, Subsc.	.....	.....
Delhi Twp.....	140	Dist. No. 1 Frl...	School.....	Both.....	Own.....	Taxation, fines..	.....	.....
Delhi Twp.....	150	Dist. No. 2....	School.....	.....	Own.....	Taxation, fines..	.....	.....
Delhi Twp.....	.....	Dist. No. 12 Frl...	School.....	.....	.....	Taxation, fines..	.....	.....
Ingham Twp...	90	School.....	School.....	.....	Own.....	Fines.....	.....	.....
Ingham Twp...	75	School.....	School.....	.....	Own.....	Fines.....	.....	.....
Ingham Twp...	387	Dansville.....	School.....	Refer'ce.	Own.....	.....	.....	.....
Ingham Twp...	.....	Etchells.....	School.....	.....	Own.....	Taxation, fines..	.....	Printed....
Ingham Twp...	95	Hoffman.....	School.....	Both.....	Own.....	Fines.....	.....	Written....
Ingham Twp...	.....	Meadsville.....	School.....	Both.....	Own.....	Fines.....	.....	.....
Ingham Twp...	.....	Swan.....	School.....	Circ'ing.	Own.....	Taxation, fines..	.....	.....
Lansing Twp...	.....	School.....	School.....	.....	Own.....	.....	.....	.....
Lansing Twp...	64	School.....	School.....	.....	Own.....	Taxation.....	.....	.....
Lansing Twp...	200	Pleasant Grove..	School.....	.....	Own.....	Fines.....	.....	Written....
Lansing Twp...	.....	Shadyhillside....	School.....	Both.....	Own.....	Taxation.....	.....	Written....
Lansing Twp...	160	Dist. No. 1 Frl...	School.....	Both.....	Own.....	Fines.....	.....	.....
Leroy Twp....	83	Baker.....	School.....	Both.....	Own.....	Fines.....	.....	.....
Leroy Twp....	85	Herrick.....	School.....	Both.....	Own.....	Fines, Subsc....	.....	Written....
Leroy Twp....	75	Nelson.....	School.....	.....	Own.....	Fines.....	.....	Printed....
Leroy Twp....	63	Podunk.....	School.....	.....	Own.....	Fines.....	.....	.....
Leroy Twp....	143	Dist. No. 5....	School.....	.....	Own.....	Fines.....	.....	.....
Leslie Twp....	.....	Leslie.....	School.....	.....	Own.....	Tax.....	.....	.....
Leslie Twp....	124	Housel.....	School.....	.....	Own.....	Fines.....	.....	.....
Leslie Twp....	1,100	Leslie.....	School.....	Both.....	Own.....	Taxation, fines..	Decimal.....	Card.....
Locke.....	210	School.....	School.....	.....	Own.....	Fines.....	.....	Printed....
Locke.....	92	School.....	School.....	.....	Own.....	.....	.....	.....
Locke.....	160	Bell Oak.....	School.....	.....	Own.....	Fines.....	.....	Printed....
Locke.....	70	Dist. No. 1....	School.....	.....	Own.....	Fines.....	.....	Printed....
Meridian Twp..	.....	School.....	School.....	.....	Own.....	Fines.....	.....	.....
Meridian Twp..	.....	School.....	School.....	.....	Own.....	Fines.....	.....	.....
Meridian Twp..	66	School.....	School.....	.....	Own.....	Fines.....	.....	.....
Meridian Twp..	.....	Bennett.....	School.....	.....	Own.....	Fines.....	.....	.....
Onondaga Twp.	.....	Winfield.....	School.....	.....	Own.....	Taxation, fines..	.....	.....
Onondaga Twp.	.....	Dist. No. 6....	School.....	.....	Own.....	Fines.....	.....	.....
Stockbridge Tp.	.....	School.....	School.....	.....	Own.....	.....	.....	.....
Stockbridge Tp.	.....	Dist. No. 2....	School.....	.....	Own.....	Taxation, fines..	.....	.....
Vevay Twp....	.....	School.....	School.....	Both.....	Own.....	Fines.....	.....	.....
Vevay Twp....	120	School.....	School.....	Both.....	Own.....	Fines.....	.....	.....
Vevay Twp....	75	Walters.....	School.....	Both.....	Own.....	Fines.....	.....	Ptd. card..
Vevay Twp....	.....	Dist. No. 2....	School.....	Both.....	Own.....	Fines.....	.....	Card.....
Wheatfield Twp	115	Pollock.....	School.....	Both.....	Own.....	Fines.....	.....	.....
White Oak Twp	.....	School.....	School.....	Refer'ce.	Own.....	Fines.....	.....	.....
White Oak Twp	149	Dart.....	School.....	Refer'ce.	Own.....	Fines.....	.....	.....
White Oak Twp	.....	Dist. No. 2....	School.....	.....	Own.....	.....	.....	.....
Williamston Tp.	.....	Dist. No. 10 Frl...	School.....	.....	.....	.....	.....	.....
Williamston Tp.	76	Haynes.....	School.....	.....	Own.....	Fines.....	.....	.....
Williamston Tp.	.....	Dist. No. 2....	School.....	.....	Own.....	Fines.....	.....	.....
Williamston Tp.	106	Dist. No. 5....	School.....	.....	Own.....	.....	.....	.....
Williamston Tp.	.....	Dist. No. 6....	School.....	Refer'ce.	Own.....	Taxation.....	.....	.....

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
169	4		\$12 50			Open...	School, public..		Yes....	
208	4		16 00			Closed...	School...			
141	72		51 00	90	109	Open...	School, public..	27	Yes....	E. E. Shotwell, Stockbridge.
43	9		18 85			Open...	School, public..	12		Frank Grimes, Dansville.
167	93		74 10		60	Open...	School, public..	30	Yes....	
52						Closed...	School...		Yes....	James Helmker, Holt.
70	4		17 50		70	Open...	School, public..	25	Yes....	Chas. E. Smith, Lansing.
97	16		19 30			Open...	School, public..			Howard E. North, Holt.
103	1		12 00	50	103	Open...	School, public..	40	Yes....	E. J. Collins, Lansing.
68	20		23 50			Closed...	School...	25	Yes....	R. B. Hilliard, Holt.
70	4		17 50			Open...	School...			
50	4		17 50			Closed...	School...		Yes....	S. A. Warner, Dansville.
32	4		17 00			Closed...	School...		No....	Gladys Wade, Dansville.
127	11		17 00			Closed...	School...	10	Yes....	Fred C. Piatt.
65	7		17 50			Closed...	School...	34	Yes....	Bert Harmon, Mason.
67	4		22 50			Closed...	School...	55	Yes....	Ben Curtis, Dansville.
77	45			51		Closed...	School...	21	Yes....	Alice M. Wagenvoord, Dansville.
29	4		17 50			Closed...	School...	75	None...	
22						Closed...	School...			Fred W. Crysler, R. F. D. 3.
90	4		17 50			Closed...	School...			
160	21		10 00			Closed...	School...		No....	Mabel Fosdick.
72	31		31 50	40		Open...	Public, school..	15	None...	N. M. Huxtable, Lansing, No. 1.
109	44		28 12			Open...	Public, school..		Yes....	
80	4		17 50		31	Open...	Public, school..		Yes....	P. W. Laberteaux.
124	27		13 70			Open...	Public, school..	10	Yes....	Herman Peters, Webberville.
211	85					Open...	Public, school..	28	Yes....	
67	4		17 50			Open...	Public, school..	334	Yes....	M. J. Gibson, Williamston.
152	11		9 40	200		Open...	Public, school..	3	Yes....	Winifred Thomas, Webberville.
29						Open...	Public, school..		No....	Jennie Christy, Leslie.
44	4		17 50		40	Open...	Public, school..	5	No....	Nellie Harkness, Leslie.
705	122	10	88 53	950	600	Open...	Public, school..	20	Yes....	Clarence Vliet, Leslie.
95	17		17 50	95		Open...	Public, school..	20	Yes....	L. E. Ling, Webberville.
12	4		17 50			Closed...	School...			Frank Cobb, Williamston.
50	4		17 50		50	Closed...	School...	20	Yes....	Wm. H. Hicks, Webberville.
40	4		17 50		40	Open...	School, public..		Yes....	Mrs. Amos Turner, Perry.
90	15		23 05			Open...	School, public..	50		Fred W. Kaiser.
89	43		18 76			Open...	School, public..			Fred Fink, Okemos.
18	8		17 50			Open...	School, public..	5	Yes....	Mrs. J. H. Kuhn, Okemos.
66	5		17 50			Open...	School, public..	30	Yes....	Chas. J. Cook, Lansing, No. 8.
191	28		12 10		122	Open...	School, public..		Yes....	E. B. Trefry, Eaton Rapids.
104	13		6 70			Open...	School, public..			Edward B. Coryell, Leslie.
6	4		16 00		20	Open...	School, public..	70	No....	Ebb. Smith, Stockbridge.
150	7		4 50			Open...	School, public..		Yes....	
102	4		17 50		80	Open...	School, public..	45	No....	Nellie Beaumont, Mason.
52	4		17 50		30	Closed...	School, public..	25	Yes....	C. N. Bateman, Mason.
86	4		17 50			Open...	School, public..	10	Yes....	J. S. Coy, Mason.
44	2		17 50			Open...	School, public..	75	Yes....	Ben Marshall, Mason.
38	2					Closed...	School...	50	Yes....	Frank Foler.
114	4		17 50			Closed...	School...	25		Geo. B. Whitaker, Stockbridge.
41	5		17 50			Open...	School...	4	Yes....	W. A. Lantis, Webberville.
67	16		28 25			Open...	School...			
57	4		16 50			Open...	School...	50		John H. Mills, Williamston.
50	4		17 50		32	Closed...	School...		Yes....	Frank A. Hart, Shaftsbury.
44	5		18 50			Closed...	School...	0	Yes....	Bernadotte Reed, Williamston.
44	4		17 50	40	44	Open...	School...	75	None...	James A. Epley, Williamston.
13	13		23 00			Closed...	School...	50	No....	C. M. Phillips, Williamston.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
IONIA:								
Boston Twp...		Waterville	School		Own			
Boston Twp...	143	School	School	Refer'ce.	Own	Tax., soc's, fines		
Boston Twp...	110	Dist. No. 4	School	Both	Own	Fines		Printed
Berlin Twp...	92	Dist. No. 2	School		Own	Subscription		
Campbell Twp...		School	School		Own			Printed
Campbell Twp...		School	School		Own			
Campbell Twp...		School	School		Own	Taxation		
Campbell Twp...		Dist. No. 1	School		Own	Fines		
Campbell Twp...		Dist. No. 4	School		Own	Taxation		
Campbell Twp...		Dist. No. 6	School	Refer'ce.	Own			
Campbell Twp...		Dist. No. 8	School		Own			Card
Danby Twp...	100	Dist. No. 2	School		Own	Fines		
Danby Twp...		Dist. No. 4	School		Own	Taxation, fines		
Danby Twp...		Compton	School		Own			
Danby Twp...		School	School		Own	Taxation		
Easton Twp...		School	School		Own	Subscription		
Easton Twp...		Dist. No. 2	School	Both	Own	Subscription		
Easton Twp...		School	School		Own			
Ionina Twp...		Oak Grove	School		Own	Taxation		
Ionina Twp...		School	School		Own			
Ionina Twp...		School	School		Own			
Keene Twp...		School	School	Both	Own	Tax., fines, So's		
Keene Twp...	70	School	School		Own			
Lyons Twp...	100	School	School	Refer'ce.	Own	Taxation, fines		
Lyons Twp...		Dist. No. 6	School		Own			
N. Plains Twp...	450	Hubbardston	Ladies'	Circ'ing.	Own	Taxation, fines		Printed
N. Plains Twp...	450	Hubbardston	School	Refer'ce.	Own	Taxation, fines		
N. Plains Twp...	200	Matherton	School	Circ'ing.	Own	Fines, socials		Written
N. Plains Twp...		School	School		Own	Fines, socials		
N. Plains Twp...		Sharpe	School	Refer'ce.	Own	Taxation		
Odessa Twp...	126	Carr	School	Refer'ce.	Own	Fines		
Odessa Twp...		School	School		Own	Fines		
Orleans Twp...		Dist. No. 2	School		Own			
Orleans Twp...	129	Green's	School		Own			
Orleans Twp...	100	School	School		Own			
Orange Twp...		LeValley	School	Both	Own	Taxation		
Orange Twp...		Dist. No. 9	School		Own	Subscription		
Otisco Twp...	3,650	Belding	School	Refer'ce.	Own	Taxation, fines		
Otisco Twp...	63	School	School		Own	Fines		
Otisco Twp...	123	School	School	Refer'ce.	Own	Fines, taxation		
Otisco Twp...		School	School		Own	Fines, Subsc.		
Portland Twp...	118	Howell	School	Refer'ce.	Own	Fines, Subsc.		
Portland Twp...	1,800	Carnegie	School	Both	Own	Taxation	Dewey	Card
Portland Twp...		Howe	School		Own			
Ronald Twp...	300	Palo	School		Own			
Ronald Twp...		Dist. No. 8	School	Both	Rent			
Saranac		Dist. No. 3 Frl	School	Both	Rent	Fines		
Sebewa		Dist. No. 1	School	Refer'ce.	Own	Taxes		Printed
Sebewa	150	Travis	School		Own	Fines		Written
Sebewa		Halladay	School		Own	Taxation		
Smyrna Twp...	250	Smyrna	School	Both	Own	Taxation		
Iosco:								
Au Sable	2,000	H. N. Loud P. Lib	Free public	Both	Own	H. N. Loud	None	None
Au Sable	2,000	School	School	Both	Own	Taxation, fines		
Burleigh Twp...	200	School	School	Refer'ce.	Own	Taxation		
Whittemore C.	400	School	School	Both	Own	Fines	None	None

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
57						Open...	School, public..	40	Yes....	Eva Barger, Saranac, R. D. 9.
109	18		\$9 00			Open...	School, public..	75	Yes....	D. W. Lind, Lowell.
38				38	38	Closed...	School.....	20	Yes....	Teacher.
12				5		Open...	School, public..	0	No.....	Cora Harwood, Saranac.
31	3	2				Open...	School, public..	25	.....	Olive Long, Lake Odessa.
50						Closed...	School.....	10	.....
50				50	50	Open...	School, public..	10	.....	Phebe Curtis, Clarksville.
57	4									
45	6		2 00			Open...	School, public..	11	Yes....	
						Closed...	School.....	50	.....	Alton L. Stine, Lake Odessa.
56	1	1				Closed...	School.....	60	Yes....	Ruby Kellar, Clarksville.
40						Closed...	School.....	50	.....	John M. Earl.
24						Closed...	School.....		Yes....	
43						Closed...	School.....	75	.....
27	23		9 20			Closed...	School.....		.....	Jessie Lyon, Portland.
160						Open...	School, public..	10	No.....	
						Open...	School, public..	50	None....	Hazel Sharp, Ionia, R. F. D. 6
13	3					Closed...	School.....		No.....	Eugenie Whorley, Ionia, No. 5.
36						Closed...	School.....	75	No.....	Mrs. Fannie Bradley, Lyons.
6										Mary M. Steele.
79						Closed...	School.....			Carrie Grieve, Ionia.
72						Open...	School.....	18	Yes....	R. S. Bigley, Saranac.
59	5		1 35			Closed...	School.....	73	None....	
60	13	2	7 00			Open...	School.....			Flora McLain, Pewamo.
69						Open...	School.....			
832	20		11 00	500		Open...	Public.....	90	Yes....	Mrs. J. E. Colby, Hubbardston.
100	2		70	28		Open...	School.....	10	Yes....	D. J. Crawford, Hubbardston.
91	10		6 75			Open...	School, public..	10	Yes....	Mary O'Brien, Hubbardston.
46				7		Closed...	School.....			Lizzie Wirtz, Muir.
66	9		5 27	24		Open...	School, public..	38	Yes....	
98	6	1	2 54			8 Closed...	School.....	25	Yes....	Edith C. Williamson, Portl'd, 34.
15						Closed...	School.....			Mrs. Marion Chapman.
80	1					Closed...	School.....	0	No.....	Sarah Ravell, Belding, No. 19.
84						Closed...	School.....	50	.....	Ida Beech, Belding, No. 19.
40	14		17 00	60		Closed...	School.....			D. L. Stebbins, Orleans.
68		1				Closed...	School.....	10	Yes....	Chas. Chamberlain, Ionia, No. 2.
60	15		7 00							
450	40	1	60 00	500		Open...	School, public..	25	Yes....	Gwen Stebbins, Belding.
38						Closed...	School.....	13	Yes....	Lena Dehn, Belding.
30	11		5 00			Closed...	School.....	13	Yes....	
79	16		3 00		79	Closed...	School.....			
25	39		10 00		39	Closed...	School.....	46	No.....	Don M. Benedict.
1,600	257	13		5,353		Open...	Public.....	50	Yes....	S. B. Brown, Portland.
44						Open...	Public.....	22	No.....	Geo. Hudson, Collins.
133		1				Closed...	School.....	90	No.....	W. E. Parker, Palo.
850				2,300		Closed...	School.....	75	Yes....	Louise Goodell, Saranac.
127	15		6 40			Open...	School, public..	25	Yes....	M. R. Hartman, Ionia, No. 4.
106						Open...	School, public..	28	.....	A. B. Gibbs, Portland.
180						Open...	School, public..	60	.....	Grace Kenyon, Portland.
55						Open...	School, public..	25	No.....	Lottie Lundquist, Sebawa, No. 35
100	36	2	5 00	50	20	Open...	School, public..	10	No.....	Otto S. Taylor, Smyrna.
2,000	125	15	250 00			Open...	Public.....	75	V'y little	Bennet Clancy, Au Sable.
200						Closed...	Pupils, teachers	10	Yes....	B. C. Clancy, Au Sable.
65	0	0	0			Open...	School, public..	25	No.....	Nettie Clark, Whittemore.
164	64	0				Open...	School, public..	50	Yes....	H. S. Lisle, Whittemore.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue
Iosco—Con.								
Burleigh Twp...	200	Dist. No. 3.....	School.....	Circ' ting.	Own....	Taxation, fines.		
East Tawas...	1,700	School.....	School.....	Refer' ce.	Own....	Fines.		
Sherman Twp...	150	Dist. No. 2.....	School.....	Circ' ting.	Own....	Taxation, fines.	None.....	None.....
Tawas City....	1,200	Dist. No. 2.....	School.....	Refer' ce.	Own....	Taxation.....	By subjects.	None.....
Tawas Twp....	400	Vine.....	School.....	Both....	Own....	Taxation, fines.		
ISABELLA:								
Coe Twp.....	685	Shepherd.....	School.....	Refer' ce.	Own....	Fines, tax, soc's		
Coe Twp.....	78	Dist. No. 1.....	School.....	Refer' ce.	Own....	Fines, tax, soc's		
Coldwater Twp.	95	Sherman City....	School.....	Refer' ce.	Own....	Fines, tax, soc's		
Deerfield Twp.		Dist. No. 8 Frl...	School.....	Refer' ce.	Own....	Fines, tax, soc's		
Denver Twp...	82	Dist. No. 1.....	School.....	Refer' ce.	Own....	Fines, tax, soc's		
Fremont Twp...	143	Dist. No. 7.....	School.....	Refer' ce.	Own....	Fines, tax, soc's		
Gilmore Twp...	69	Dist. No. 1.....	School.....	Refer' ce.	Own....	Fines, tax, soc's		
Gilmore Twp...	76	Dist. No. 2.....	School.....	Refer' ce.	Own....	Socials.....		
Gilmore Twp...	68	Dist. No. 5.....	School.....	Refer' ce.	Own....	Socials.....		
Isabella Twp...	86	Walton.....	School.....	Refer' ce.		Fines.....		
Isabella Twp...	220	Dist. No. 2.....	School.....	Refer' ce.	Own....	Fines.....		
Isabella Twp...	88	Dist. No. 6.....	School.....	Refer' ce.	Own....	Fines, socials...		
Lincoln.....	138	Hoag.....	School.....	Refer' ce.	Own....	Fines, socials...		
Lincoln.....		Lincoln Center...	School.....	Refer' ce.	Own....	Socials.....		
Lincoln.....	125	Dist. No. 4.....	School.....	Refer' ce.	Own....	Fines, socials...		
Nottawa.....	650	Dist. No. 1 Frl...	School.....	Refer' ce.	Own....	Fines, taxation.		
Nottawa.....		Dist. No. 5.....	School.....	Refer' ce.	Own....	Fines.....		
Sherman.....	120	Dist. No. 4.....	School.....	Refer' ce.	Own....	Fines, socials...		
Union Twp....	4,800	Mt. Pleasant....	School.....	Refer' ce.	Own....	Taxation.....		Written.....
Union Twp....	140	Whitehead.....	School.....	Refer' ce.	Own....	Fines, socials...		
Union Twp....	150	Dist. No. 6.....	School.....	Refer' ce.	Own....	Fines, socials...		
Vernon Twp...	124	Dist. No. 1.....	School.....	Refer' ce.	Own....	Fines, taxes...		
Vernon Twp...	87	Dist. No. 4.....	School.....	Refer' ce.	Own....	Fines, socials...		
Wise Twp....	76	Loomis.....	School.....	Refer' ce.	Own....	Socials.....		
KENT:								
Ada Twp.....	250		School.....	Both....	Own....	Taxation.....	None.....	None.....
Ada Twp.....	83	School.....	School.....	Refer' ce.	Own....	Taxation, fines.	None.....	None.....
Algoma Twp...	115	Dist. No. 3.....	School.....	Refer' ce.	Own....	Fines, socials...	None.....	None.....
Algoma Twp...		Dist. No. 8.....	School.....	Refer' ce.	Own....	Fines.....	None.....	Written.....
Alpine Twp...	120		School.....	Refer' ce.	Own....	Fines, gifts....	None.....	None.....
Alpine Twp...		Mill pond.....	School.....	Refer' ce.	Own....	Fines.....		None.....
Bowne Twp...		Stone.....	School.....	Refer' ce.	Own....	Fines.....	None.....	None.....
Bowne Twp...	200	McVean.....	School.....	Refer' ce.	Own....	Taxation.....	None.....	None.....
Bowne Twp...	100	Dist. No. 5.....	School.....	Circ' ting.	Own....	Taxation, fines.	None.....	None.....
Byron Twp....		School.....	School.....	Refer' ce.	Own....	Fines.....	None.....	None.....
Carmon Twp...		Moffitt.....	School.....			Fines.....	None.....	None.....
Caledonia Twp.	73	School.....	School.....		Own....		None.....	None.....
Caledonia Twp.	70	Dist. No. 4.....	School.....		Own....	Fines.....	None.....	Written.....
Cascade Twp...						Fines, taxation.		
Cascade Twp...	100	Dist. No. 1.....	School.....		Own....	Fees.....	None.....	Printed.....
Cascade Twp...		Dist. No. 2.....	School.....	Refer' ce.	Own....	Taxation.....	None.....	None.....
Cascade Twp...	30	Dist. No. 6.....	School.....	Refer' ce.	Own....	Taxation.....	None.....	None.....
Courtland Twp.		Benham.....	School.....	Circ' ting.	Own....	Fines.....		
Courtland Twp.	148	Courtland Center.	School.....	Refer' ce.	Own....	Subsc. fines...	None.....	Written.....
Courtland Twp.	100	Shank.....	School.....	Both....	Own....	Taxation, fines.		None.....
Courtland Twp.		Stinson.....	School.....	Refer' ce.	Own....	Fines.....		None.....
G. Rapids Twp.	400	E. Grand Rapids..	School.....	Both....	Own....	Taxation.....	None.....	Written.....
G. Rapids Twp.		Dist. No. 4.....	School.....	Both....	Pt. h'se.	Taxation.....	Alphabetical.	Written.....
G. Rapids Twp.	500	Dist. No. 5.....	School.....	Both....	Own....	Taxation.....		
G. Rapids Twp.	175	Dist. No. 6.....	School.....	Both....	Own....	Taxation.....	None.....	None.....

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
33						Open.	School, public..	75	Yes....	George Jackson, Whittemore.
325	6	5	\$12 50			Closed.	School.....	50	Yes....	
46						Open.	School, public..	70	Yes....	Eva Whitehouse, Turtle.
100	0	5				50	School.....	10	.....	C. B. Chaffee, Tawas City.
150						Open.	School, public..	75	Yes....	Edwin Munn, Tawas City, R. 1.
82	50		21 00		820	Closed.	School.....	12	Yes....	H. M. Wetzel, Shepherd.
83					432	Closed.	School.....	18	Yes....	Alice Judge, Alma.
107	55		21 00		620	Closed.	School.....	20	Yes....	Geo. Fraser, Rosebush.
128					435	Closed.	School.....	15	Yes....	Kate Garvin, Mt. Pleasant.
53					385	Closed.	School.....	10	Yes....	F. E. Morrison, Loomis.
100					684	Closed.	School.....	27	Yes....	F. A. Owen, Mt. Pleasant.
50	50		16 50		436	Closed.	School.....	20	Yes....	Genevieve Riley, Rosebush.
63					680	Closed.	School.....	15	In part.	Jessie Williams, Farwell.
61					602	Closed.	School.....	17	In part.	Elsie Cratsley, Mt. Pleasant.
65					590	Closed.	School.....	20	Yes....	E. W. Houghton, Blanchard.
90					885	Closed.	School.....	20	Yes....	A. W. Lynch, Rosebush.
50					360	Closed.	School.....	25	In part.	Agnes Welsh, Mt. Pleasant.
87					810	Closed.	School.....	15	Yes....	Celia Purdy, Shepard.
73					540	Closed.	School.....	18	In part.	Kate Murphy, Mt. Pleasant.
160					935	Closed.	School.....	25	Yes....	Edw. Marthey, Mt. Pleasant.
73					765	Closed.	School.....	22	Yes....	Verne Horne, Weidman.
61					420	Closed.	School.....	20	Yes....	Kate Powell, Mt. Pleasant.
135					560	Closed.	School.....	15	Yes....	Sarah Smithers, Mt. Pleasant.
1,396	100	12	250 00		1,396	Open.	School, public..	1	No....	Mabel Rice, Mt. Pleasant.
71	22		7 50		90	Closed.	Pupils.....	18	Yes....	Jos. Carey, Mt. Pleasant.
66					464	Closed.	Pupils.....	18	Yes....	Eric M. Richards, Mt. Pleasant.
150					721	Closed.	Pupils.....	25	Yes....	Laura Graham, Rosebush.
100					365	Closed.	Pupils.....	12	Yes....	Helen Trainor, Rosebush.
85					386	Closed.	Pupils.....	17	In part.	Daphne Smith, Mt. Pleasant.
75	0	0	0		75	Open.	School.....	33	Yes....	A. H. Depew, Ada.
6	2	0	0		6	Closed.	School.....	0	Yes....	Directors, R. F. D. 4, Gd. Rapids.
60	0	0	0	0	0	Open.	School.....	50	Yes....	Teacher.
26	10	0	0	0	26	Open.	School.....	No....	.....	Mattie E. Fearrow, Sparta, R. 21.
64	0	0	0	0	0	Open.	School.....	Yes....	.....	W. A. Dunne.
139	20	0	8 57			Closed.	School.....	.....	.....	E. P. Wilder.
85	0	0	0	0	85	Open.	School.....	75	No....	Teacher, Alto.
120	17	0	6 86	0	126	Closed.	School.....	50	Yes....	John Cuddihy, Alto.
89	27	0	13 54	100		Open.	Public.....	41	Yes....	Edward Woods, Alto.
140	17	0	13 72							Adam Marshall, Byron Center.
110	0	0	0			Open.	Public.....			
52	7	0	3 62			Open.	Public.....	25	Yes....	C. C. Bovis, McCord.
47	8	0	10 00	0		Open.	Public.....	2	Yes....	Wm. Martin, Caledonia.
122	7	0		122		Open.	Public.....	75	Yes....	Jessie Van Amberg, Ada.
63	8		5 40	10	2	Open.	Public.....	No....	.....	Thos. W. Eardly, G. Rapids, R. 3.
100	15	0	12 50	0	0	Open.	Public.....	33	No....	Nellie Johnson, Ada.
187	12		20 40	14	14	Open.	Public.....	Yes....	.....	Chas. H. Thomas, McCord.
73	0	0	0			Closed.	School.....	60	.....	Teacher.
42	13	2	16 08	40	40	Open.	Public.....	Yes....	.....	Elva Dunn, Rockford.
38	0	0	0		38	Closed.	School.....	8	No....	Teacher.
256	15	0	15 75	71	125	Open.	Public.....	75	Yes....	Mabel M. Baker, G. Rapids, 388 Thomas street.
252	0	0	0			Open.	Public.....	90	.....	Mrs. Geo. Stevens, Box 74, R. 12.
4	0	0	0	50	75	Open.	Public.....	No....	.....	F. Vanderstolp, G. Rapids, R. 12.
178	14	0	6 00	123	123	Open.	Public.....	75	.....	Mrs. E. Philpott.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
KENT—Con.								
G. Rapids Twp.		Dist. No. 8.	School.	Both.	Own.	Taxation.	None.	None.
G. Rapids Twp.	60	Dist. No. 10.	School.	Both.	Own.	Fines.	None.	None.
G. Rapids Twp.		Dist. No. 11.	School.	Both.	Own.	Fines.	None.	None.
Grattan.	110	Mason.	School.	Both.	Own.	Fines.	None.	None.
Grattan.	48	Dist. No. 8 Frl.	School.	Circ'ing.	Own.	Fines.	None.	None.
Nelson Twp.	150	Nelson Center.	School.	Circ'ing.	Own.	Taxes, fines.		Written.
Nelson Twp.		Dist. No. 2.	School.		Own.	Fines.		None.
Nelson Twp.	87	Dist. No. 8.	School.		Own.	Taxation.		None.
Oakfield Twp.	100	School.	School.		Own.	Fines.		None.
Oakfield Twp.	200	Horton.	School.		Own.	Taxation, fines.		None.
Oakfield Twp.	60	White Swan.	School.		Own.	Fines.		None.
Paris Twp.	150	School.	School.		Own.	Fines.		Card.
Paris Twp.	120	School.	School.		Own.	Fines.	None.	None.
Paris Twp.	300	Seymour.	School.	Both.	Own.	Fines.	None.	Printed.
Paris Twp.	400	Dist. No. 2 Frl.	School.		Own.	Taxation.		Printed.
Paris Twp.		Dist. No. 3.	School.	Both.	Own.	Taxation, fines.		Written.
Plainfield Twp.	108	Goff.	School.	Both.	Own.	Fines.	None.	Printed.
Plainfield Twp.		Dist. No. 1.	School.		Own.	Fines.		Card.
Solon Twp.	105	Pine Grove.	School.		Own.	Socials.	None.	Written.
Solon Twp.	133	White Creek.	School.	Circ'ing.	Own.	Fees.	None.	None.
Solon Twp.	50	Velzy.	School.		Own.			
Sparta.	160	Dist. No. 11.	School.	Circ'ing.	Own.			
Sparta.	1,150	Sparta.	School.	Both.	Own.	Fines.		
Sparta.	157	Dist. No. 3.	School.	Circ'ing.	Own.			
Sparta.	98	Dist. No. 8.	School.		Own.	Fines.		None.
Spencer Twp.		Dixon.	School.		Own.	Fines.		Written.
Spencer Twp.		Grissold.	School.		Own.	Fines.		None.
Spencer Twp.	100	Pleasant Hill.	School.		Own.	Fines.	None.	None.
Spencer Twp.	125	Dist. No. 4.	School.	Both.	Own.	Taxation.	None.	Written.
Tyron Twp.	400	Dist. No. 4.	School.		Own.	Taxation, fines.		Printed.
Vergennes Twp.	100	School.	School.	Circ'ing.	Own.			None.
Vergennes Twp.		School.	School.		Own.	Fines, Subsc.		None.
Vergennes Twp.	600	Vergennes.	Public.		Own.	Fines.	None.	None.
Vergennes Twp.	150	Dist. No. 11.	School.	Both.	Own.	Fines, taxation.		Card.
Walker Twp.	150	School.	School.	Refer'ce.	Own.		None.	None.
Walker Twp.	125	Seeinon.	School.	Circ'ing.	Own.	Fines, taxation.		
Walker Twp.	350	Walker.	School.		Own.	Fines.		
Walker Twp.		Dist. No. 1.	School.	Circ'ing.	Own.	Fines, taxation.	None.	Written.
Walker Twp.	106	Dist. No. 3.	School.	Circ'ing.	Own.	Taxation.	None.	None.
Wyoming Twp.	200	School.	School.		Own.	Taxation.		None.
Wyoming Twp.	1,000	Grandville.	School.	Circ'ing.	Own.	Taxes, fees, fines.	None.	None.
Wyoming Twp.	5,000	School.	School.		Own.	Fines.		None.
Wyoming Twp.	130	Dist. No. 3 Frl.	School.		Own.	Fines.		None.
Wyoming Twp.		School.	School.	Refer'ce.		Fines, fees.		
Wyoming Twp.		Dist. No. 9 Frl.	School.			Fines.		
Wyoming Twp.	103	Dist. No. 6.	School.		Pt. h'se.	Fines.		
LEELANAU:								
Bingham Twp.	786	Township.	Township.		Rent.	Fines, taxation.	None.	Card.
Bingham Twp.		Kiswick.	School.			Socials, gifts.		
Bingham Twp.		Dist. No. 5.	School.		Own.	Fines, Subsc.	None.	
Empire Twp.	700	Township.	Township.	Circ'ing.	Own.	Fines.	None.	
Glen Arbor Twp.	600	Township.	Township.	Circ'ing.	Rent.	Fines.	None.	None.
Kasson Twp.	30	Pleasant Grove.	School.	Both.	Own.	Taxation.	None.	None.
Leelanau Twp.	1,890	Township.	Township.	Both.	Rent.	Taxation, fines.	None.	None.
Sutton Bay Tp.	100	Dist. No. 8.	School.	Refer'ce.	Own.	Socials.	None.	None.

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
131	1	1	\$8 00	81	136	Closed...	School.....	50	No.....	Eva P. Brannam, Gd. Rapids.
135	9	0	6 58	20	25	Open....	Public.....	5	.....	.....
338	66	2	42 92	.....	.....	Open....	Public.....	66	Yes....	Mrs. L. L. Dickinson.
172	17	0	6 39	125	.....	Closed...	School.....	75	Yes....	H. P. Slayton, Belding.
172	20	0	8 33	.....	.....	Open....	Public.....	66	Yes....	Director, Rockford, R. F. D. 23, E. Nugent.
117	0	0	.....	47	80	Open....	Public.....	15	Yes....	Helena Scally, Sand Lake, R. 38.
131	0	0	0	.....	131	Open....	Public.....	70	.....	Belle Smith, Cedar Springs.
47	39	0	16 66	93	.....	Open....	Public.....	.....	No....	David B. Phillips, Sand Lake.
150	50	0	9 00	0	0	Open....	Public.....	.....	No....	Teacher, Lincoln Lake.
121	7	0	4 25	80	.....	Open....	Public.....	8	Yes....	Grace Hoadley, Harvard.
40	.....	.....	.....	.....	.....	Open....	Public.....	75	Yes....	.....
215	23	1	7 00	.....	.....	Open....	Public.....	.....	Yes....	Wm. Appenpeer, G. Rapids, R. 3.
74	2	0	3 92	25	2	Open....	Public.....	50	Yes....	John D. Myles, R. F. D. No. 3.
310	15	8	31 45	17	.....	Open....	Public.....	71	.....	G. McCauley, G. Rapids, R. 10.
72	15	0	10 35	.....	.....	Open....	Public.....	.....	.....	Anna Graham, R. F. D. No. 8.
107	38	4	27 62	.....	.....	Open....	Public.....	30	Yes....	Teacher.
140	17	0	10 21	384	19	Open....	Public.....	62	.....	Edith Babcock, Belmont, R. 15.
60	0	0	0	.....	.....	Open....	Public.....	50	.....	Clara Baker.
86	0	0	.....	.....	.....	Open....	Public.....	5	.....	Frank Lewis, Cedar Sp'gs, R. 30.
234	36	0	13 84	.....	.....	Open....	Public.....	75	.....	Victor Smith, Cedar Springs.
143	0	0	0	.....	.....	Open....	Public.....	10	.....	Teacher.
70	0	0	0	.....	.....	.....	.....	.....	.....	.....
400	.....	.....	.....	.....	.....	Closed...	School.....	.....	.....	Blanche Bradford.
56	9	3	3 01	.....	56	Open....	Public.....	.....	.....	Florence Field.
111	0	0	0	31	.....	Open....	Public.....	.....	Yes....	Mabel Saur, Sparta.
232	.....	.....	.....	.....	.....	Open....	Public.....	.....	No....	Frederick Haagen, Trufant.
160	1	.....	.....	.....	.....	Open....	Public.....	.....	.....	Maggie Otterbacher, Harvard.
83	0	0	0	70	80	Open....	Public.....	46	Yes....	B. M. Vanderlip, Lincoln Lake.
201	33	0	9 62	150	200	Open....	Public.....	2	Yes....	Henry Craig, Harvard, R. D. 39.
131	57	0	30 00	.....	.....	Closed...	School.....	.....	Yes....	A. A. Throop, Kent City.
92	12	0	6 02	200	.....	Open....	Public.....	75	.....	Jennie Hettle, Ada.
23	6	0	.....	.....	.....	Open....	Public.....	.....	Yes....	.....
366	0	0	.....	.....	.....	Open....	Public.....	75	Yes....	Mrs. W. Collins, Lowell.
106	13	0	5 00	180	106	Open....	Public.....	60	Yes....	M. B. McPherson, Lowell.
42	0	0	.....	0	10	Closed...	School.....	33	No....	Christine Peterson, G. Rapids, 280 Grand avenue.
218	19	0	9 90	117	.....	Open....	Public.....	50	Yes....	E. W. Allen, G. Rapids, R. D. 2.
144	66	0	.....	100	144	Open....	Public.....	.....	Yes....	Ethel Krantz, G. Rapids, R. 7.
196	14	.....	9 00	.....	.....	Closed...	School.....	18	.....	Mrs. M. H. Hopkins, G. Rapids, R. F. D. 13.
107	11	0	4 95	32	.....	Open....	Public.....	30	.....	Mrs. Martha E. Campbell, R. 5.
62	.....	.....	.....	.....	.....	Open....	Public.....	33	Yes....	Ernest Tibbet, Grandville.
210	6	1	30 00	150	600	Open....	Public.....	30	No....	Fred Taylor, Grandville.
182	0	0	0	.....	182	Open....	Public.....	25	Yes....	J. Doorenbos, G. Rapids, 807 Godfrey avenue.
195	4	0	5 10	.....	.....	Open....	Public.....	5	Yes....	Harry T. Emmons, Byron Center.
132	30	0	.....	.....	.....	Closed...	School.....	.....	Yes....	.....
200	17	0	39 00	.....	.....	Open....	School.....	5	Yes....	.....
105	5	0	7 40	.....	97	Open....	Public.....	.....	Yes....	Mrs. Betsey Mills, Grandville.
488	0	0	0	250	.....	Open....	Public.....	.....	Yes....	O. M. Olson, Kiswick.
63	.....	.....	.....	.....	.....	.....	School.....	.....	.....	.....
410	0	0	0	600	.....	Open....	Public.....	45	Yes....	Oscar Shugart, Traverse C'y, R. 5.
433	53	0	19 60	900	.....	Open....	Public.....	75	Yes....	Etta Rohr, Empire.
18	8	0	0	21	21	Open....	Public.....	50	Yes....	E. F. Ray, Glenn Arbor.
500	53	0	50 00	400	400	Open....	Public.....	75	Yes....	Wm. Bickle, Maple City, R. 2.
90	.....	.....	.....	.....	.....	Closed...	School.....	90	.....	O. C. Gustaff, Northport.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
LENAAWEE:								
Adrian.....	14,000	Public school....	School.....	Both....	Rent....	Tax, \$8,000 En	Dewey.....	Printed, c'd
Adrian Twp....	99	Gurnee.....	School.....	Own....	Own....	Fines.....	.....	.....
Adrian Twp....	107	Wolfburg.....	School.....	Own....	Own....	Taxation.....	.....	.....
Adrian Twp....	65	Dist. No. 3 Frl....	School.....	Own....	Own....	Fines, socials....	.....	.....
Adrian Twp....	86	Dist. No. 9.....	School.....	Own....	Own....	Taxation.....	.....	.....
Adrian Twp....	70	Dist. No. 11.....	School.....	Own....	Own....	Socials.....	.....	.....
Blissfield Twp..	99	East Blissfield..	School.....	Both....	Own....	Fines.....	.....	Printed...
Blissfield Twp..	125	School.....	School.....	Refer'ce.	Own....	Fines.....	.....	.....
Blissfield Twp..	100	School.....	School.....	Own....	Own....	Fines.....	.....	.....
Blissfield Twp..	.....	Dist. No. 5 Frl....	School.....	Own....	Own....	Fines.....	.....	.....
Blissfield Twp..	92	Dist. No. 7.....	School.....	Both....	Own....	Fines.....	.....	.....
Cambridge Twp	303	Onsted.....	School.....	Circ'ting.	Own....	Fines.....	.....	.....
Cambridge Twp	60	Dist. No. 3 Frl....	School.....	Own....	Own....	Socials.....	.....	.....
Cambridge Twp	100	Dist. No. 7 Frl....	School.....	Own....	Own....	Subscription....	.....	.....
Clinton Twp....	1,200	Union School....	School.....	Both....	Own....	Fines.....	Dewey.....	Card.....
Clinton Twp....	50	School.....	School.....	Own....	Own....	Taxation.....	.....	.....
Clinton Twp....	80	Dist. No. 1.....	School.....	Own....	Own....	Fines.....	.....	.....
Deerfield Twp..	500	Deerfield.....	School.....	Both....	Own....	Fines.....	.....	.....
Deerfield Twp..	.....	Dist. No. 2 Frl....	School.....	Own....	Own....	Taxation.....	.....	.....
Deerfield Twp..	130	Dist. No. 4.....	School.....	Both....	Own....	Taxation, fines..	.....	.....
Deerfield Twp..	100	Dist. No. 6 Frl....	School.....	Own....	Own....	Taxation, fines..	.....	.....
Dover.....	.....	School.....	School.....	Own....	Own....	Taxation, fines..	.....	.....
Dover.....	140	Dist. No. 3.....	School.....	Both....	Own....	Fines.....	.....	.....
Dover.....	160	Dist. No. 4.....	School.....	Refer'ce.	Own....	Fines.....	.....	.....
Dover.....	1,236	Warren.....	School.....	Refer'ce.	Own....	Fines.....	.....	Written...
Dover.....	.....	Dist. No. 10.....	School.....	Own....	Own....	Taxation.....	.....	.....
Fairfield Twp..	140	Burmah.....	School.....	Own....	Own....	Fines.....	.....	.....
Fairfield Twp..	135	Dist. No. 3.....	School.....	Both....	Own....	Fines.....	.....	.....
Fairfield Twp..	.....	Dist. No. 5.....	School.....	Own....	Own....	.....	.....	.....
Fairfield Twp..	.....	Dist. No. 12.....	School.....	Own....	Own....	.....	.....	.....
Franklin Twp..	200	Dist. No. 1.....	School.....	Refer'ce.	Own....	Fines.....	.....	.....
Franklin Twp..	.....	Dist. No. 2.....	School.....	Own....	Own....	Fines.....	.....	.....
Franklin Twp..	.....	Evans Lake.....	School.....	Own....	Own....	.....	.....	Card.....
Franklin Twp..	90	School.....	School.....	Own....	Own....	Fines.....	.....	.....
Franklin Twp..	120	Dist. No. 5.....	School.....	Own....	Own....	Subscription....	.....	.....
Franklin Twp..	115	Dist. No. 7.....	School.....	Own....	Own....	Taxation.....	.....	.....
Hudson.....	2,600	Public.....	Free.....	Both....	Own....	Taxation, fines..	Dewey.....	Card.....
Hudson Twp....	70	School.....	School.....	Own....	Own....	.....	.....	.....
Hudson Twp....	500	Clayton.....	School.....	Own....	Own....	Taxation.....	.....	.....
Hudson Twp....	72	Dist. No. 1.....	School.....	Own....	Own....	Taxation.....	.....	Printed...
Hudson Twp....	200	Dist. No. 6.....	School.....	Own....	Own....	Taxation, fines..	.....	.....
Macon Twp....	275	Macon.....	School.....	Refer'ce.	Own....	Taxation, fines..	Dewey.....	Card.....
Macon Twp....	100	Dist. No. 3.....	School.....	Refer'ce.	Own....	Taxation, fines..	.....	.....
Madison Twp..	150	Sand Creek.....	School.....	Refer'ce.	Own....	Taxation, fines..	.....	.....
Madison Twp..	60	Maple Grove....	School.....	Own....	Own....	Taxation, fines..	.....	.....
Madison Twp..	145	Dist. No. 4.....	School.....	Circ'ting.	P. house.	Taxation.....	.....	.....
Madison Twp..	150	Dist. No. 5.....	School.....	Own....	Own....	Fines.....	.....	.....
Medina Twp....	99	School.....	School.....	Own....	P. house.	Taxes, fines....	.....	.....
Medina Twp....	.....	Dist. No. 4.....	School.....	Own....	P. house.	.....	.....	.....
Medina Twp....	120	Dist. No. 5.....	School.....	Both....	P. house.	Subscription....	.....	.....
Medina Twp....	.....	Dist. No. 15.....	School.....	Own....	P. house.	Tax.....	.....	.....
Ogden Twp....	.....	Dist. No. 2.....	School.....	Own....	Own....	Fines.....	.....	.....
Ogden Twp....	125	Dist. No. 3 Frl....	School.....	Own....	Own....	Fines, socials....	.....	.....
Ogden Twp....	173	Dist. No. 5.....	School.....	Own....	Own....	Tax.....	.....	.....
Ogden Twp....	.....	Dist. No. 6.....	School.....	Own....	Own....	.....	.....	.....

LIBRARY STATISTICS BY COUNTIES.

85

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended or books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
19,094	624	82	\$600 00	61,072	50,000	Open...	50 % of public..	35	Yes.....	Margaret F. Jewell, Adrian.
4	8		25 00			Closed...	School.....	None.....		Annie Keenan, Adrian.
102	30		17 50		4	Closed...	School.....	Yes.....		Emery Preston, Tifton.
76	4		6 00	40	70	Closed...	School.....	Yes.....		Olive Ponley, Clayton.
			17 50			Open...	School, public..	50		H. C. Burnett, Adrian, R. D. 4.
60				30	60	Open...	School, public..	0	None.....	
800	40		45 00	800		Open...	School, public..	55	Yes.....	W. L. Reed, Blissfield.
50	4		17 50			Open...	School, public..	10	Yes.....	
112	4		17 50			Open...	School, public..	10		Sarah Thompson.
110	4		17 50			Open...	School, public..	50	Yes.....	C. F. Wiley.
4						Open...	School, public..		Yes.....	
322	175		50 00	420		Open...	School, public..	10	None.....	Principal of school.
25	25		10 00	125		Open...	School, public..	50		
70	4		17 50			Closed...	School.....	50		Will Blackmer, Brooklyn.
481				115		Open...	School, public..	9	No.....	Helen J. Millsbaugh, Clinton.
125	4	2	16 60			Open...	School, public..	12		
37	4		17 50			Closed...	School.....			
422				125		Open...	School, public..	12	Yes.....	Mabel McNair, Deerfield.
74	4		17 50			Open...	School, public..		Yes.....	May Kurtz, Blissfield.
115	4		17 50			Open...	School, public..	25	Yes.....	
	4		17 50			Open...	School, public..			
42						Open...	School, public..			
157	17		13 22	80	40	Open...	School, public..	25	Yes.....	Millie Wheeler, Clayton.
4					4	Closed...	School.....	0		Geo. W. McLouth, Cadmus.
139	27		4 00	95	17	Open...	School, public..	45	Yes.....	Adah E. Church, Adrian, No. 1.
19	4		17 50			Open...	School, public..			A. J. Roberts, Clayton.
37						Closed...	School.....	75		D. S. Carvin, Fairfield.
0	34		11 62		3	Open...	School, public..	50	Yes.....	Miss Shirley Nash, Jasper, R. 2.
60	4		16 00							C. I. Sweet, Ridgeville.
20						Closed...	School.....	0	No.....	L. J. Knapp.
62						Open...	School, public..	40	Yes.....	I. C. Luce.
50						Closed...	School.....	50		
	4		17 00							John Jeffry.
41				41		Open...	School, public..	60		C. E. Allison, Tecumseh, No. 4.
4	4		17 50			Closed...	School.....	0	No.....	W. J. Fridd, Onsted.
30						Closed...	School.....		Yes.....	G. A. Van Deusen.
3,580	152	37		15,201		Open...	Public.....	25	No.....	Mamie E. Havens, Hudson.
63	26		5 80			Closed...	School.....	95	None.....	A. B. Coppins.
700	50		75 00			Closed...	School.....		Yes.....	E. R. Hawkins, Clayton.
66						Open...	School, public..	20	No.....	
110	5	2	6 00			Open...	School, public..	10		
34	45		17 50	341		Open...	School, public..	40	No.....	E. R. Gaskell, Macon.
12	4		17 50		12	Open...	School, public..	0	No.....	Frank Gilmore, Britton, No. 3.
	12		3 00			Open...	School, public..		Yes.....	E. L. Roberts, Sand Creek.
	4					Open...	School, public..	66		
342	22		23 00	416		Open...	School, public..	50		Wini'ed Bradish, Adrian, R. 8.
75	4		18 00			Open...	School, public..	25	Yes.....	F. C. Ehnger, Adrian, R. F. D. 5.
29	21		12 50			Open...	School, public..	8	Yes.....	
7						Closed...	School.....		Yes.....	
60	2					Closed...	School.....	0	No.....	Beulah Metcalf, Morenci.
				40	40	Closed...	School.....		Yes.....	
41	4		17 50			Open...	School, public..	50	Yes.....	S. S. Porter, Blissfield, No. 1.
50			17 50			Open...	School, public..			
107	3		17 00				School, public..	50		
203	4		16 00		153	Open...	School, public..	75		Beulah Sinclair, Jasper.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
LENAWEE—Con.								
Ogden Twp....	130	Dist. No. 9.....	School.....	.....	Own....	Fines.....	.....	.....
Palmyra Twp..	121	Grosvenor.....	School.....	.....	Own....	Fines.....	.....	.....
Palmyra Twp..	136	Lena-wee Junction.	School.....	.....	Own....	Taxation, fines	.....	.....
Palmyra Twp..	.....	Dist. No. 3.....	School.....	.....	Own....	Fines.....	.....	.....
Palmyra Twp..	124	Dist. No. 3 Frl....	School.....	.....	Own....	Taxation, fines.	.....	Printed....
Ridgeway.....	150	Jonathan Hall Me.	Association...	Both....	Own....	Mem'p, end'nt..	.....	Printed....
Ridgeway Twp.	160	Dist. No. 6.....	School.....	Both....	Own....	Fines.....	.....	Written....
Ridgeway Twp.	125	Dist. No. 7.....	School.....	.....	Own....	Fines.....	.....	.....
Raisin Twp....	.....	School.....	School.....	.....	Own....	Fines.....	.....	.....
Raisin Twp....	135	Dist. No. 1 Frl....	School.....	.....	Own....	.....	.....	.....
Raisin Twp....	67	Dist. No. 2.....	School.....	Refer'ce.	Own....	Fines.....	.....	.....
Raisin Twp....	166	Dist. No. 2 Frl....	School.....	Refer'ce.	Own....	Fines.....	.....	.....
Raisin Twp....	.....	Dist. No. 5.....	School.....	Circ'ting.	Own....	Fines.....	.....	.....
Raisin Twp....	98	Dist. No. 6 Frl....	School.....	.....	Own....	Fines.....	.....	.....
Raisin Twp....	.....	Dist. No. 9.....	School.....	.....	Own....	Taxation, fines.	.....	.....
Riga Twp.....	104	School.....	School.....	.....	Own....	Fines.....	.....	.....
Riga Twp.....	237	Mulberry.....	School.....	Both....	Own....	Fines.....	.....	.....
Riga Twp.....	72	Dist. No. 3.....	School.....	.....	Own....	Fines.....	.....	.....
Riga Twp.....	112	Dist. No. 4.....	School.....	Circ'ting.	Own....	Fines.....	.....	.....
Riga Twp.....	133	Dist. No. 5.....	School.....	Both....	Own....	Fines.....	.....	Written....
Riga Twp.....	20	Dist. No. 6.....	School.....	.....	Own....	Fines.....	.....	.....
Riga Twp.....	.....	Dist. No. 11.....	School.....	.....	Own....	Fines.....	.....	.....
Rollin Twp....	700	Addison.....	School.....	.....	Own....	Taxation.....	.....	.....
Rollin Twp....	140	School.....	School.....	.....	Own....	Fines, taxation.	.....	.....
Rollin Twp....	.....	Dist. No. 2.....	School.....	Refer'ce.	Own....	Fines.....	.....	.....
Rollin Twp....	.....	Dist. No. 3.....	School.....	.....	Own....	Fines.....	.....	.....
Rollin Twp....	131	Dist. No. 4.....	School.....	.....	Own....	Fines, Subsc.	.....	.....
Rollin Twp....	110	Dist. No. 8 Frl....	School.....	.....	Own....	Fines, Subsc.	.....	.....
Rome Twp.....	122	School.....	School.....	.....	Own....	Fines, Subsc.	.....	.....
Rome Twp.....	103	School.....	School.....	.....	Own....	.....	.....	.....
Rome Twp.....	.....	School.....	School.....	.....	Own....	Taxes, fines....	.....	.....
Rome Twp.....	.....	Dist. No. 1.....	School.....	Both....	Own....	.....	.....	Written....
Rome Twp.....	.....	Dist. No. 8.....	School.....	.....	Own....	Taxes, fines....	.....	.....
Seneca Twp....	125	Canandaigua.....	School.....	.....	Own....	Tax.....	.....	.....
Seneca Twp....	80	School.....	School.....	.....	Own....	Subscription....	.....	.....
Seneca Twp....	150	Dist. No. 2.....	School.....	.....	Own....	Subscrip., fines.	.....	.....
Seneca Twp....	103	Dist. No. 10.....	School.....	.....	Own....	Taxation.....	.....	.....
Tecumseh Twp.	165	Culbertson.....	School.....	Refer'ce.	Own....	Taxation, fines.	.....	.....
Woodstock Twp	.....	School.....	School.....	.....	Own....	Fines.....	.....	.....
Woodstock Twp	.....	School.....	School.....	.....	Own....	.....	.....	.....
Woodstock Twp	.....	Dist. No. 4.....	School.....	.....	Own....	Fines.....	.....	.....
Woodstock Twp	.....	Dist. No. 6.....	School.....	.....	Own....	Fines.....	.....	.....
Unknown.....	.....	School.....	School.....	.....	Own....	.....	.....	.....
LUCE:								
Lakefield Twp.	375	Lakefield.....	Township....	Circ'ting.	Pt. h'ses.	Fines.....	.....	.....
McMillan Twp.	1,500	Newbury.....	Township....	Circ'ting.	Own....	Fines.....	.....	Printed....
Pentland.....	.....	Township.....	Township....	Circ'ting.	Own....	Fines.....	.....	.....
MANISTEE:								
Arcadia Twp...	600	Arcadia.....	School.....	.....	Own....	Fines.....	.....	.....
Arcadia Twp...	250	Dist. No. 1.....	School.....	.....	Own....	.....	.....	.....
Arcadia Twp...	.....	Dist. No. 2.....	School.....	.....	Own....	Fines, socials.	.....	Written....
Bear Lake Twp	.....	Bear Lake.....	School.....	.....	Own....	Socials.....	.....	.....
Bear Lake Twp.	250	Dist. No. 7 Frl....	School.....	.....	Own....	Socials, fines.	.....	.....
Brown Twp....	.....	Dist. No. 1.....	School.....	.....	Own....	.....	.....	Printed....
Filer Twp.....	1,000	Filer.....	Township....	.....	Rent....	Taxation.....	.....	Printed....
Filer Twp.....	165	Dist. No. 3 Frl....	School.....	.....	Own....	Fines.....	.....	.....
Filer Twp.....	.....	Dist. No. 5.....	School.....	.....	Own....	.....	.....	.....
Manistee Twp..	.....	School.....	School.....	.....	Own....	.....	.....	.....

LIBRARY STATISTICS BY COUNTIES.

87

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
132	8		\$18 00			Open...	School, public.		Yes...	W. S. Porter, Blissfield.
123	75		26 90	200	200	Open...	School, public.	50	None...	A. C. Fraer, Blissfield.
117	4		17 50	126		Open...	School, public.	20	Yes...	Miss B. M. Paul, Deerfield.
60	40					Open...	School, public.	75	Yes...	Bessie Rouse, Blissfield.
211	3		17 50			Open...	School, public.	70	Yes...	H. Faye Love, Adrian.
1,780		12		600	50	Open...	School, public.	50	Yes...	Mrs. W. H. Arner, Ridgeway.
10	5		20 50			Open...	School, public.		Yes...	
68	4		17 50			Open...	School, public.	0	No...	
40					40	Open...	School, public.	20	Yes...	
59	19		7 00			Open...	School, public.			Amy Kingan, Tecumseh.
30			8 00	2		Closed...	School...	5	None...	
165	4		17 50			Open...	School...	20	Yes...	Miss N. Thurlby, Tecumseh.
99		7				Open...	School, public.	75	Yes...	Ethel Keynon, Tecumseh.
96				112	112	Closed...	School...	56	None...	
46					48	Open...	School, public.	75	Yes...	Mrs. J. A. West, Palmyra, No. 2.
72	4		17 50			Open...	School, public.		Yes...	Henry J. Miller, Riga.
90	4		13 50			Open...	School, public.	33½	Yes...	Alexander Forsyth, Blissfield 1.
68	3		17 50	7	18	Open...	School, public.		Yes...	
120					55	Open...	School, public.	60	Yes...	
169	5		17 50	50		Open...	School, public.		Yes...	Hazel Raymond, Riga, No. 3.
112	4		17 50			Open...	School, public.		Yes...	
87	20		10 57			Open...	School, public.	70		
307	5		40 00			Open...	School, public.	0	None...	J. A. Wiggins, Holland.
80	14		10 00			Open...	School, public.	50	Yes...	J. L. Beal, Addison.
135						Open...	School, public.	20	Yes...	
178	9		4 64	50		Open...	School, public.			A. A. Stevens, Addison, No. 2.
55	14		11 21		45	Open...	School, public.	50	Yes...	Frank I. Jennings, Townley.
23						Open...	School, public.	50	Yes...	
107				107		Open...	School, public.	75	Yes...	
25						Open...	School, public.	60	None...	
160				290		Open...	School, public.		Yes...	
35					4	Open...	School, public.	0	No...	
61	20		20 00	50		Open...	School, public.	33½	Yes...	Will A. Porter, Townley, No. 1.
						Open...	School, public.	0		
25	21					Open...	School, public.	75		
250	100		25 00			Open...	School, public.		Yes...	Lee Vanvalkenburgh, Seneca, 1.
20	4		6 00	24	24	Open...	School, public.	40	Yes...	P. R. Roberts, Sand Creek.
158	4		17 50			Closed...	School...	5	Yes...	Fred M. Goheen.
56	4		16 00			Open...	School, public.		No...	F. L. Parker.
76						Open...	School, public.			
35	4		3 68			Open...	School, public.	50	Yes...	
56						Open...	School, public.			
48						Closed...	School...		Yes...	
200	7		10 02	120		Open...	Public...	30	Yes...	Mrs. S. E. Bryers, Helmer.
1,080						Open...	Public...	33	Yes...	Lizzie Liehton, Newberry.
84						Open...	Public...	90	No...	
170		2				Open...	School, public.		Yes...	R. R. Bannen, Arcadia.
105	25		10 00			Open...	School, public.			
233	21		11 95			Open...	School, public.		None...	G. W. Hull.
150	13		9 55	30	30	No...	School...		Yes...	
62						Open...	School, public.	80	Yes...	Margaret Miller, Chief, No. 2.
137				42	42	Open...	School, public.		Yes...	H. E. Weaver, Chief.
15	154		113 90	350		Open...	Public...		None...	Anton Czarneck, Oak Hill.
155				35		Open...	School, public.	80	None...	Cecelia Berentsen, Manistee.
82				6		Open...	School, public.		None...	Walter Harner, Manistee.
141	13		13 00			Open...	School, public.	33½		Emma Hansen, Manistee, No. 1.

LIBRARY STATISTICS

County and location	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
MANISTEE—Ccn.								
Manistee Twp.		Dist. No. 4.	School.		Own.	Fines.		
Manistee Twp.		Parkdale.	School.		Own.	Taxation.		
Marilla Twp.	450		Township.			Fines.		
Onokama Twp.	323	Onokama.	School.		Own.	Fines.		
Onokama Twp.		Pierport.	School.		Own.	Fines.		
Pleasanton Twp			Township.		Pt. h'se.			
Pleasanton Twp		Dist. No. 3.	School.		Own.	Taxation.		
Springdale Twp			School.		Own.	Taxation.		
Springdale Twp		Dist. No. 4.	School.		Pt. h'se.	Taxation.		
Stronach Twp.		Dist. No. 1.	School.		Own.	Taxation.		Printed.
MARQUETTE:								
Beacon.	1,800	Township.	Free.	Circ'ting.	Own.	Fines.		
Chocoday Twp.		Township.	Free public.		Own.	Fines.	None.	None.
Humbolt.		School.	School.		Own.	Fines.		
Ishpeming.	13,000	Carnegie.	Free Public.	Both.	Own.	Taxation.	Dewey.	Card.
Ishpeming Twp.	175	Township.	Township.	Circ'ting.	Own.	Taxation.		
Marquette.	12,000	Peter White.	Township.	Both.	Own.	Taxation.	Dewey.	Card.
Republic.	2,500		Twp. school.	Both.	Own.	Taxation, fines.	Dewey.	Card.
Sands Twp.		Sands.	Twp. school.	Both.	Own.	Taxation, fines.		
Skandia Twp.	400	Skandia.	Township.	Circ'ting.	Own.	Taxation, fines.	None.	None.
Tilden Twp.		Township.	Township.	Circ'ting.	Own.	Taxation.	None.	Written.
NEWAYGO:								
Ashland Twp.		Wheat.	School.		Own.	Subscription.		
Ashland Twp.		Dist. No. 2.	School.		Own.			
Ashland Twp.		Dist. No. 5.	School.		Own.			
Barton Twp.		Dist. No. 1.	School.		Own.			
Barton Twp.	35	Dist. No. 2.	School.	Both.	Own.	Taxation.		
Barton Twp.	87	Dist. No. 3.	School.	Circ'ting.	Own.	Fines.		
Barton Twp.	100	Dist. No. 4.	School.	Circ'ting.	Own.	Taxation.		
Barton Twp.	88	School.	School.		Pt. h'se.			P't'd card.
Beaver Twp.		Volney.	School.		Own.	Fine.		
Beaver Twp.	100	Dist. No. 4.	School.	Both.	Own.	Subscription.		
Big Prairie Twp	400	Big Prairie.	Township.		Rent.	Fine.		
Big Prairie Twp	63	Dist. No. 9.	School.	Both.	Own.	Entertainm'ts.		
Bridgeton Twp.		Dist. No. 1.	School.	Both.	Own.	Entertainm'ts.		
Bridgeton Twp.	40	Dist. No. 2.	School.	Both.	Own.	Taxation.		
Bridgeton Twp.		Dist. No. 4.	School.	Both.	Own.			Written.
Bridgeton Twp.		Township.	Township.		Own.	Fines.		
Brooks Twp.		Pine Grove.	School.		Own.			
Brooks Twp.	1,400	Newaygo.	School.	Both.	Own.	Fines.		Written.
Croton Twp.		Oak Grove.	School.		Own.			
Croton Twp.		Christian Plain.	School.		Own.	Subscription.		
Croton Twp.	93	Pine Grove.	School.	Circ'ting.	Own.	Taxation.		
Dayton Twp.	1,800	Dayton.	Township.	Both.	Own.	Taxation.		
Dayton Twp.	1,500	Fremont.	School.	Both.	Own.	Taxation, fines.		
Dayton Twp.		Tindall.	School.	Both.	Own.	Subsc., fines.		
Dayton Twp.		Waters.	School.	Circ'ting.	Own.	Subscription.		
Dayton Twp.		Doud.	School.	Refer'ce.	Own.	Taxation.		
Dayton Twp.	200	Dayton Center.	School.	Both.	Own.	Taxation.		P't'd card.
Dayton Twp.	170	Packard.	School.		Own.	Entertainm'ts.		Written.
Denver Twp.		Denver.	School.	Both.	Own.	Socials, sub'tion		
Denver Twp.		Daly.	School.		Own.			
Denver Twp.		Denver.	Township.			Fines.		Card.
Denver Twp.		Hesperia.	School.	Both.	Own.	Fines.		
Denver Twp.		Huber.	School.	Both.	Own.	Socials, fines.		
Denver Twp.		O'Brien.	School.	Both.	Own.	Subscription.		
Denver Twp.		Aetna.	School.		Own.	Fines, subsc'on.		

LIBRARY STATISTICS BY COUNTIES.

89

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used or purchase of books.	Name and address of librarian.
147	14	.....	\$2 63	140	80	Open....	School, public..	57	No.....	Agnes M. Ellefson, Onekama.
344	16	.....	4 96	250	275	Open....	School, public..	3	None....	Clara Magnes, Manistee.
300	.....	.....	.....	12	15	Open....	School, public..	60	Yes....	W. F. Hull, Copemish.
153	26	3	12 00	100	.....	Open....	School, public..	164	Yes....	Lee V. Romig, Dundee.
85	.....	.....	.....	.....	.....	Open....	School, public..	.....	.....	Miss E. Haggarty, Pierport.
161	.....	.....	.....	80	.....	Open....	School, public..	35	None....	Mrs. E. J. Dancer, Bear Lake.
100	.....	.....	.....	.....	.....	Closed...	School.....	.....	.....	J. N. Lathwell, Benzonia, No. 1.
59	24	.....	.....	.....	.....	Closed...	School.....	.....	.....	Hattie Garrett, Thompsonville.
143	.....	.....	.....	.....	.....	Open....	School, public..	.....	Yes....	Mrs. Annie Pigeon, Thompson's le.
120	.....	.....	.....	400	.....	Open....	School, public..	25	None....	Ellen Robinson, Manistee.
1,650	125	.....	90 00	2,000	.....	Open....	Public.....	75	Yes....	J. S. Beatty, Beacon.
1,260	87	0	69 79	.....	.....	Open....	Public.....	90	Yes....	W. S. Ewing, Harvey.
146	.....	.....	.....	.....	.....	Open....	Public.....	.....	.....	Nick Aho, Humboldt.
9,503	930	60	.....	42,255	.....	Open....	Public.....	30	No.....	Mrs. N. E. Brayton, Ishpeming.
372	0	0	0	50	50	Open....	Public.....	75	Yes....	517 N. Pine street, Clara Stene, Ishpeming.
1,661	971	.....	1,297 55	37,463	.....	Open....	Public.....	.....	Yes....	Mae B. Hewitt, Marquette.
2,275	410	9	171 89	519	.....	Open....	Public.....	45	Yes....	T. W. Clemo, Republic.
207	.....	.....	.....	.....	.....	Open....	Public.....	.....	.....	E. L. Mahaffy, Sands.
110	25	0	25 00	60	60	Open....	Public.....	75	Yes....	Albert Sandberg, Tolmar.
300	70	0	70 00	1,258	.....	Open....	Public.....	.....	No.....	Odin Olson, National Mine.
75	3	.....	35	.....	.....	Closed...	School.....	50	No.....	.....
100	.....	.....	41 00	.....	.....	Open....	School.....	66	None....	.....
146	6	.....	1 25	.....	.....	Open....	School, public..	.....	.....	John Randall, Paris.
150	2	.....	1 35	100	.....	Open....	School, public..	50	Yes....	Jennie Larkin, Paris.
84	.....	.....	.....	54	46	Open....	School, public..	47	Yes....	Gladys Youard, Big Rapids.
59	.....	.....	.....	.....	.....	Open....	School, public..	35	.....	.....
121	.....	.....	.....	76	76	Open....	School, public..	40	Yes....	Wm. E. Davis, Reed City, R. 2.
93	.....	.....	.....	12	.....	Open....	School, public..	30	No.....	Lizzie Cassidy, Volney.
106	5	.....	4 11	49	5	Open....	School, public..	20	.....	Clara Bettys, Shaw,
150	.....	.....	.....	50	.....	Open....	School, public..	33	.....	Mrs. Lucinda French, Big Prairie.
52	1	.....	.....	6	5	Open....	School, public..	60	No.....	Elizabeth Donahue, Big Prairie.
61	27	.....	13 00	65	.....	Open....	School, public..	68	No.....	Mrs. Bertha Smith, Bridgeton.
75	.....	.....	.....	25	5	Open....	School, public..	664	Yes....	Swan Johnson, Fremont.
56	.....	.....	.....	.....	.....	Open....	School, public..	20	No.....	Amos Palmer, McLeans.
520	.....	.....	.....	40	.....	Open....	School, public..	50	None....	Mrs. E. E. Smith, Fremont, No. 5.
71	40	.....	.....	.....	.....	Open....	School, public..	.....	.....	.....
545	18	4	10 00	400	.....	Open....	School, public..	15	No.....	C. P. Kelley, Newaygo.
110	.....	.....	.....	.....	.....	Open....	School, public..	30	No.....	Harry Edwards, Howard City.
64	.....	.....	.....	.....	.....	Open....	School, public..	.....	No.....	.....
41	6	.....	1 50	20	20	Open....	School, public..	5	Yes....	Gertrude Bowen, Howard City.
225	7	.....	.....	.....	.....	Open....	School, public..	.....	Yes....	G. W. Bishop, Fremont.
462	138	3	81 84	.....	.....	Open....	School, public..	33	Yes....	A. R. Shigley, Fremont.
50	25	.....	10 00	.....	.....	Open....	School, public..	75	Yes....	Wm. Johnson, Fremont.
141	22	.....	.....	12	.....	Open....	School, public..	.....	None....	Pledas Coil, Fremont.
60	.....	.....	.....	.....	60	Open....	School, public..	334	No.....	M. Grace Utley, White Cloud.
55	12	.....	11 42	142	.....	Open....	School, public..	39	None....	Neta Davis, Fremont, R. D. 2.
98	22	.....	11 00	98	.....	Open....	School, public..	4	None....	.....
70	11	.....	7 75	40	.....	Open....	School, public..	70	Yes....	Wm. Robertson, Fremont.
215	78	.....	.....	100	.....	Open....	School, public..	25	Yes....	Stacia Wright, Hesperia.
200	.....	.....	.....	.....	.....	.....	.....	50	No.....	L. S. Weaver.
190	310	3	.....	150	100	Open....	School, public..	45	Yes....	Ernest Piper, Hesperia.
108	40	.....	.....	108	.....	Open....	School, public..	75	.....	Addie B. Hoose, Holton.
25	.....	.....	.....	.....	.....	Open....	School, public..	70	.....	Wash. O'Brien, White Cloud.
60	20	.....	7 15	12	25	Open....	School, public..	8	None....	Mertie Cornet, Fremont.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
NEWAYGO—Con.								
Ensley Twp...		Ensley Twp...	Township...					
Ensley Twp...	80	Dist. No. 3...	School...		Own...	Taxation...		
Ensley Twp...		Baptist Lake...	School...	Both...	Own...	Taxation...		
Ensley Twp...		Kinney...	School...		Own...	Fines...		
Ensley Twp...		Pangborne...	School...	Both...	Own...	Socials...		
Ensley Twp...		Spring Valley...	School...	Both...	Own...			
Ensley Twp...		Ensley Center...	School...	Refer'ce.	Own...	Taxation...		
Everet...		Fry...	School...		Own...	Socials...		
Garfield Twp...		Dist. No. 1...	School...		Own...			
Garfield Twp...		Dist. No. 4...	School...	Circ'ing.	Own...			
Garfield Twp...	144	Kimbell Lake...	School...		Own...	Fines...		
Grant Twp...	400	Grant...	School...		Own...	Socials, Subsc.		
Grant Twp...		Dist. No. 1...	School...		Own...	Socials, Subsc.		
Grant Twp...		Dist. No. 2...	School...		Own...	Fines...		
Grant Twp...	92	Dist. No. 3...	School...		Own...	Fines, taxation.		
Grant Twp...	60	Dist. No. 4...	School...	Refer'ce.	Own...			
Grant Twp...		Dist. No. 5...	School...	Both...	Own...	Fines...		
Grant Twp...		Dist. No. 6...	School...		Own...	Fines, taxation.		Written...
Lincoln Twp...		Birch Grove...	School...		Own...	Taxation...		
Lincoln Twp...		Lincoln...	School...		Own...	Entertainm'ts.		
Monroe Twp...	35	Foxville...	School...		Own...	Taxation...		
Monroe Twp...	50	Dist. No. 4...	School...	Refer'ce.	Own...	Taxation...		
Norwich Twp...		Norwich...	Township...					
Norwich Twp...	70	Woodville...	School...	Circ'ing.	Own...	Entertainm'ts.		
Norwich Twp...	90	Dist. No. 5...	School...		Own...			
Sheridan Twp...	2,000	Sheridan Twp...	Township...		Pt. h'se.	Taxation...		
Sheridan Twp...		Brookside...	School...		Own...	Subscription...		
Sheridan Twp...	153	Dist. No. 8...	School...	Both...	Own...	Entertainm'ts.		
Sheridan Twp...	200	Dist. No. 9 Frl...	School...	Circ'ing.	Own...	Fines, Subsc.		
Sheridan Twp...		Reman...	School...		Own...	Entertainm'ts.		
Sheridan Twp...		School...	School...		Own...			
Sherman Twp...	230	Roottown...	School...	Circ'ing.	Own...	Entertainm'ts.		Written...
Sherman Twp...		Lakeview...	School...	Circ'ing.	Own...	Subscription...		
Troy Twp...		Troy Twp...	Township...	Circ'ing.	Own...	Fines...		Pt., card...
Troy Twp...	200	Public school...	School...	Both...	Own...	Entertainm'ts.		
Wilcox Twp...		Stockwell...	School...		Own...	Tax...		
Wilcox Twp...	800	White Cloud...	School...		Own...			
Wilcox Twp...		Dist. No. 1 Frl...	School...		Own...			
Wooster...	150	Wooster school...	School...	Circ'ing.	Own...	Tax, socials...		
OCEANA:								
Benona Twp...		Township...	Township...			Taxation...		
Collax Twp...	379	Township...	Township...		Pt. h'se.	Taxation...		
Crystal Twp...	689	Township...	Township...					Written...
Golden Twp...	300	Mears...	Township...		Pt. h'se.	Fines...		
Grant Twp...	400	Rothbury...	Township...		Pt. h'se.	Taxation...		
Greenwood Twp	800	Township...	Township...		Pt. h'se.	Taxation, fines.		
Walkerville...	1,049	Leavitt...	Township...		Pt. h'se.	Fines...		
Weare Twp...	1,035	Township...	Township...		Own...	Fines...		Written...
OSCEOLA:								
Burdell Twp...	114	Mud Lake...	School...	Circ'ing.	Own...	Fines...		
Burdell Twp...	65	Dist. No. 7...	School...	Both...	Own...	Taxation...		
Cedar Twp...		Dist. No. 1...	School...	Both...	Own...	Fines...		
Hartwich Twp...		Avondale...	School...	Both...	Own...			
Hersey...	500	High school...	School...	Both...	Own...	Entertainm'ts.	Dewey...	Card...

LIBRARY STATISTICS BY COUNTIES.

91

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
376						Open...	School, public..	56		Ernest Glynn, Sand Lake, No. 36.
54					54	Open...	School, public..	50	No....	Carrie Henkel, Howard City.
50					50	Open...	School, public..		Yes....	W. W. Simcoe, Sand Lake.
89					10	Open...	School, public..		Yes....	Marja B. Shipman, Howard City.
171	22					Open...	School, public..	50	No....	Fanny Dix, Sand Lake.
100						Open...	School, public..	80	No....	G. C. Webster, Sand Lake.
	4		\$1 95			Open...	School, public..	5	None....	
102	13		6 00		47	Open...	School, public..		Yes....	White Cloud.
60						Open...	School, public..			Carrie Rasey.
72	10	1	5 00	57	15	Open...	School, public..	80		Carrie B. Degnin, Newaygo.
115	25		5 00			Open...	School, public..	50	None....	Verna A. Pyke, Newaygo.
75	30		10 00			Open...	School, public..	25		C. M. Waterson, Grant.
123					50	Open...	School, public..	85	No....	E. P. Lovewell, Grant.
98	33		20	45		Open...	School, public..	10	Yes....	
170						Open...	School, public..	16	None....	Nina Ackland, Newaygo, No. 2.
99					50	Open...	School, public..	73	No....	Vera Tyler.
40				10	5	Open...	School, public..	75	Yes....	Vera Andrews, Grant.
27	10		11 00	20		Open...	School, public..	50	Yes....	
60	2					Open...	School, public..	25	None....	Thomas Kelley, White Cloud.
123						Open...	School, public..	60		A. Matthews, White Cloud.
50				25		Open...	School, public..	50	No....	
54						Closed...	School, public..	40	Yes....	Jessie E. Murdock.
224				17		Open...	School, public..	60		J. G. Bailey, Woodville, No. 1.
140				50	20	Open...	School, public..	66½	No....	
54	1					Open...	School, public..	30	No....	
177				200		Open...	School, public..	75	No....	J. B. Ketchum, Fremont.
81				56		Open...	School, public..	43		H. L. Spooner, Fremont.
100	8					Open...	School, public..			K. Vandenbelt.
100						Open...	School, public..	33½	Yes....	Richard Meenwenberg, Fremont.
103		1				Open...	School, public..	31	None....	Miss Sylvia Resseguse.
41						Open...	School, public..	37		Birdie B. Miller, Fremont.
150	34			62	75	Open...	School, public..	30	No....	Hattie Sall, Fremont.
92						Open...	School, public..	20	Yes....	Lottie M. Blake, Fremont.
307						Open...	School, public..	50	Yes....	Almeda Freeman.
185	17	1	6 88		79	Open...	School, public..	50	No....	
15	10		5 00			Open...	School, public..	33½		M. A. Branch, White Cloud.
200			3 00	300	300	Open...	School, public..	50	None....	
5						Open...	School, public..	0		John Symons, White Cloud.
150	1					Open...	School, public..	5	No....	Kate Curran, Fremont.
386			10 81	200		Open...	Public.....	75	None....	Mrs. J. N. Marvin, Shelby, No. 2.
138				8		Open...	Public.....	50	None....	O. N. Woodworth, Walkerville, I.
167	51		27 40			Open...	Public.....	60	Yes....	Guy E. Noble, Crystal Valley.
244				585		Open...	Public.....	33½	Yes....	A. L. Averill, Mears.
370				300		Open...	Public.....	75	Yes....	Elzear Caron, Rothbury.
263	38		28 00	315		Open...	Public.....	50	None....	Mrs. H. S. Rhoads, Holton.
278	117		90 04	1,173		Open...	Public.....	66½	No....	Mrs. Eliza A. North, Walkerville.
409	40		13 89	145						Mrs. J. K. Wright, Pentwater, 2.
48						Closed...	School.....	50	None....	
139				64		Open...	School, public..	80	None....	Mrs. Bradley, Tustin.
30				12		Closed...	School.....		Yes....	Phebe D. Truax, Reed City.
96	17			139						A. M. Grinnell, Avondale.
259	22		18 15	200	75	Open...	School, public..	30	No....	Christena French, Hersey.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
OSCEOLA—Con.								
Hersey Twp....		Dist. No. 1....	School....	Circ'ing.	Own....	Fines.....		
Hersey Twp....		Dist. No. 3....	School....	Both....	Own....			
Hersey Twp....		Dist. No. 4 Frl....	School....	Both....	Own....	Taxation, fines.		
Hersey Twp....	159	East Hersey....	School....	Both....	Pt. h'se.	Taxation, fines.		
Hersey Twp....		School....	School....		Own....	Fines.....		
Highland Twp....	1,100	Highland Twp....	Township....	Circ'ing.	Own....	Fines.....		
Highland Twp....		Dist. No. 5....	School....	Both....	Own....	Fines.....		Written....
Highland Twp....	125	Dist. No. 6....	School....	Both....	Own....	Taxation....		
Leroy Twp....		School....	School....		Own....			
Leroy Twp....	300	Town corners....	School....	Both....	Own....	Taxation, fines.		
Lincoln.....		Dist. No. 7....	School....	Both....	Own....	Taxation, fines.		Printed....
Lincoln.....	100	Dist. No. 8....	School....	Both....	Own....	Taxation, fines.		
Marion Twp....		Dist. No. 1....	School....	Both....	Own....	Taxation, fines.		
Marion Twp....		Dist. No. 4....	School....		Own....	Socials, fines.		
Marion Twp....		Dist. No. 6....	School....		Own....	Taxation, fines.		
Mid'le Br'h Tp..	34	Dist. No. 5....	School....	Both....	Own....	Taxation....		
Orient Twp....	125	Orient Twp....	Township....	Both....	Own....	Fines.....		
Richmond Twp..	2,000	Richmond Twp..	Township....	Both....	Own....	Taxation....		
Richmond Twp..		Dist. No. 2....	School....	Both....	Own....	Fines.....		
Richmond Twp..		Dist. No. 4....	School....	Both....	Own....	Fines.....		
Richmond Twp..	154	Dist. No. 6....	School....	Both....	Own....	Fines, Sub.		
Sherman Twp....		Dist. No. 1....	School....	Both....	Own....	Fines.....		
Sherman Twp....		Dist. No. 2....	School....	Both....	Own....	Fines.....		
Sherman Twp....		Dist. No. 3 Frl....	School....	Both....	Own....	Fines.....		
Sherman Twp....		Dist. No. 5....	School....	Both....	Own....	Fines.....		
Sylvan Twp....		Sears.....	School....	Both....	Own....	Taxes....		
Sylvan Twp....		Dist. No. 4....	School....	Both....	Own....	Taxes, fines.		
ORSERGO:								
Bagley Twp....		Township....	Township....	Circ'ing.	Own....	Fines.....	None.....	Written....
ROSCOMMON:								
Denton Twp....	100	Township....	Township....			Taxation....	None.....	None.....
Gerrish Twp....		Gerrish....	Township....		Own....	Fines, taxation.	None.....	None.....
Roscommon....		Higgins Twp....	Township....	Circ'ing.	Rent....	Fines, taxation.	None.....	None.....
SAGINAW:								
Birch Run Twp..		School....	School....	Circ'ing.	Pt. h'se.	Fines.....		Printed....
Birch Run Twp..		Butler....	School....	Refer'ce.	Own....			
Birch Run Twp..		Marr....	School....		Own....			
Brady Twp....		Dist. No. 2....	School....		Own....			
Brady Twp....		Dist. No. 10....	School....		Own....	Fines.....		
Blumfield Twp..		Kulmbach....	School....		Own....			
Brant Twp....		Brant....	School....		Own....			Shults....
Brant Twp....		Dist. No. 7....	School....	Circ'ing.	Own....	Tax, subscrip'n.		
Buena Vista Tp.		Dist. No. 2....	School....	Refer'ce.	Own....			
Buena Vista Tp.		Dist. No. 6....	School....		Own....	Fines.....		Printed....
Carrolton Twp..	2,000	Township....	School....		Own....	Taxation....		
Carrolton Twp..	1,000	Dist. No. 2....	School....	Refer'ce.	Own....	Fines.....		
Chesaning Twp..		Frank....	School....		Own....			
Frank'muth Tp.	625	Township....	Township....		Rent....	Fines.....		
Frank'muth Tp.		Gera....	School....	Circ'ing.	Own....	Entertain'm'ts.		
Fremont Twp....		Cleveland....	School....		Own....	Fines.....		
Fremont Twp....		Guilford....	School....		Own....	Taxation, fines.		
Jonesfield Twp..	150	Fleming....	School....		Own....	Fines.....		
Jonesfield Twp..	200	Dist. No. 3....	School....	Circ'ing.	Own....	Fines.....		
Kochville.....		School....	School....	Refer'ce.	Own....	Fines, taxes.		

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
84			\$14 16			Open...	School, public..	75	Yes....	Alice Blanchard.
80	6		3 95	50		Open...	School, public..	50		John La France, Hersey.
115	29		8 20			Open...	School, public..	75	No....	G. G. Schlegel, Hersey.
97				85		Open...	School, public..	75	Yes....	Mrs. M. J. Frisby, Hersey.
76	1					Open...	School, public..		Yes....	Annie McKay, Hersey.
350	20		15 00	500	350	Open...	School, public..	75	Yes....	A. Kanouse, Park Lake, No. 1.
73						Closed...	School.....		No....	Marguerite J. Gount, Tustin.
66			3 00			Open...	School, public..	35	Yes....	David I. Baer, Park Lake, No. 1.
21						Closed...	School.....			Adelaide Erickson.
103				50		Closed...	School.....		Yes....	
70	11		3 00	70		Open...	School, public..	71	Yes....	Pearl Veltman, Orono.
101	43		15 00			Open...	School, public..			Allie L. Gingrick, Reed City.
74	5		4 85			Open...	School, public..	10	Yes....	Lenora Keiser.
74	16		6 40			Open...	School, public..	83	No....	Myrten W. Davie, Marion, No. 1.
40						Open...	School, public..			Maud Richardson, Marion.
24	6		10 00			Open...	School, public..	25	None....	
562	60		30 00	907		Open...	School, public..	50	Yes....	Sears, Mich.
25	85		75 00	2,747		Open...	School, public..	50	Yes....	Mary R. Simpson, Reed City.
161	20		11 30			Open...	School, public..			Earl Fuller, Reed City.
71	31		9 50							
203	100		11 60	191		Open...	School, public..		Yes....	Warren Cornell, Reed City.
250			11 52			Open...	School, public..	75	Yes....	J. H. George, Tustin.
114	36		23 17			Open...	School, public..	40	None....	Miron N. Demorecy, Dighton.
151	8		8 00	50		Open...	School, public..	60	Yes....	Sennate McIntyre, Tustin.
146	11		4 93	30	11	Open...	School, public..	83	Yes....	Orlando Beard, Tustin.
70	5		50 00			Open...	School, public..	75	Yes....	Mary Adams, Sears.
80						Open...	School, public..			Christina Wurth, Evart.
1,092	205	0	175 24			Open...	Public.....	90	Yes....	I. N. Kimberly, Gaylord.
36	0	0	0	4	4	Open...	Public.....	50	None....	Joel Emery, Prudenville.
				67	150	Open...	Public.....		Yes....	Mrs. Annie Elgas, Roscommon.
	0	0		180	528	Open...	Public.....	334	Yes....	Elizabeth Woodruff, Roscommon.
80				16	16	Open...	School, public..	50	Yes....	Albert Spencer, Jr., Birch Run, 2.
63	8		2 10		10	Open...	School, public..	0	No....	Lucy A. Throop.
						Open...	School, public..	50	No....	Earl Hadsall, Birch Run.
120				120		Open...	School, public..	75	No....	Anna Harris, Chesaning.
0	23		14 00			Closed...	School.....		Yes....	
13	31		11 65	44		Open...	School, public..		Yes....	Lillian Clark, Saginaw.
59	13			176	176	Closed...	School.....	8	Yes....	Lucille M. Annis, Brant.
60	2			62		Open...	School, public..	90	No....	
133	13		5 00		80	Open...	School, public..	52		
450	46		25 00	225		Open...	School, public..	90	Yes....	Susie E. Thompson, Saginaw, 2.
175				100		Open...	School, public..	75	No....	Mrs. Devaney, Carrolton.
147	22			100		Open...	School, public..	10	Yes....	Chas. J. Pries, Sub. Sta. No. 1, Saginaw, W. S.
132	67		25 00			Open...	School, public..		None....	Julia Brainerd, Oakley.
985	147		95 42		787	Open...	Public.....	70	Yes....	John M. List, Frankenmuth.
				28	28	Closed...	School.....	57	None....	Laura Gallagher, Gera.
80						Open...	School, public..	4	Yes....	Mattie Whaley, St. Charles, No. 1.
						Open...	School, public..	90	Yes....	Joel Gulick, St. Charles, No. 1.
153	76		30 00	100	100	Closed...	School.....	70	Yes....	Jas. A. Kalahar.
5	5		3 00	5		Open...	School, public..	40	Yes....	H. J. Wilson, Murrill.
141	21			192	375	Open...	School, public..	25	None....	Mary A. Stevens.

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
SAGINAW—Con.								
Lakefield Twp.		Parker.....	School.....	Circ' ting.	Own...	Subsc., fines...		
Lakefield Twp.		Dist. No. 2.....	School.....	Circ' ting.	Own...	Subscription...	Written...	
Maple Grove Tp		School.....	School.....		Own...			
Maple Grove Tp	200	Dist. No. 6.....	School.....		Own...	Subscription...	Card...	
Maple Grove Tp		School.....	School.....	Refer' ce.	Own...			
Maple Grove Tp		Fonger.....	School.....		Own...			
Richland Twp.	148	School.....	School.....		Own...	Subscription...		
Richland Twp.	200	Burd.....	School.....	Refer' ce.	Own...	Fines.....		
Saginaw Twp.		Otto.....	School.....	Both...	Own...	Fines, taxes...		
Saginaw Twp.		Plainfield.....	School.....		Own...	Taxation.....		
Saginaw Twp.		Prosser.....	School.....		Own...	Socials.....		
Saginaw Twp.		Dist. No. 3.....	School.....		Own...	Taxation.....		
St. Charles Twp		Jones.....	School.....	Both...	Own...	Taxation.....		
St. Charles Twp	2,000	St. Charles.....	School.....		Own...	Taxation.....		
Swan Creek.....			School.....		Own...			
Thomaston Twp		Dist. No. 3.....	School.....	Refer' ce.	Own...			
Tit' baw' see Tp.		School.....	School.....	Circ' ting.	Own...	Taxation.....		
Tit' baw' see Tp.	195	Munger.....	School.....	Both...	Own...	Entertainm'ts...		
Tit' baw' see Tp.		Freeland.....	School.....		Own...	Socials.....		
Tit' baw' see Tp.	88	School.....	School.....					
ST. JOSEPH:								
Burr Oak.....	750	Village.....	Ladies.....	Circ' ting.	Own...	Socials, Subsc.	Written...	
Colon.....		Colon Public.....	Free public.....		Rent...	Taxation.....	Printed...	
Leonidas.....	250	Leonidas Twp.....	Township.....		Rent...	Fines.....		
Mendon.....	1,657	Free public.....	Township.....	Both...	Own...	Taxation.....	Printed...	
Nottawa.....	300	Dist. No. 8.....	School.....	Both...	Rent...	Taxes, fines.....		
Sturgis.....	3,500	City.....	Free public.....	Both...	Rent...	Taxes, fines.....	Printed...	
Three Rivers.....	5,000	Public.....	Free public.....	Both...	Own...	Taxes, fines.....	Dewey.....	Card, pr' ed
SHIAWASSEE:								
Antrim Twp.	85	Fuller.....	School.....		Own...	Taxation.....		
Bennington Tp		School.....	School.....	Refer' ce.	Own...	Taxation, fines...		
Bennington Tp		Dist. No. 5.....	School.....		Own...			
Burns Twp.	450	Byron.....	School.....	Refer' ce.	Own...	Taxation, fines...		
Burns Twp.		Cole.....	School.....		Own...	Taxation.....		
Fairfield Twp.		School.....	School.....		Own...			
Fairfield Twp.		Dist. No. 3.....	School.....		Own...			
Hazleton Twp.	90	School.....	School.....	Refer' ce.	Own...	Taxation.....		
Hazleton Twp.		School.....	School.....		Own...	Subscription...		
Hazleton Twp.	130	Juddville.....	School.....		Own...	Taxes, fines.....		
Hazleton Twp.	300	Dist. No. 5.....	School.....	Both...	Own...	Taxes, fines.....		
Hazleton Twp.	80	Dist. No. 6.....	School.....	Both...	Own...	Taxation.....		
Hazleton Twp.	113	Dist. No. 7.....	School.....	Both...	Own...	Fines, enter' nts...		
Middlebury Tp		Dist. No. 3.....	School.....	Refer' ce.	Own...			
Middlebury Tp	100	Dist. No. 7 Frl.....	School.....		Own...	Taxation.....		
New Haven Tp		School.....	School.....		Own...	Fines.....		
New Haven Tp		Center school.....	School.....		Own...	Socials.....	Written...	
New Haven Tp		Hart.....	School.....		Own...	Taxation.....		
New Haven Tp		Underwood.....	School.....		Own...	Fines.....		
Owosso Twp.	10,000	Owosso.....	Ladies'.....	Circ' ting.	Rent...	Subscription.....	Gen. Lit., Fic., Po'ry, Juven..	Printed...
Owosso Twp.	10,000	Public school.....	School.....	Both...	Own...	Taxation, fines...	Subjects.....	Printed...
Owosso Twp.	10,000	Tabard Inn.....		Circ' ting.		Fees.....		
Owosso Twp.	10,000	Y. M. C. A.....	Association.....	Both...	Rent...	Fees.....	Authors.....	Printed...
Owosso Twp.		School.....	School.....	Refer' ce.	Own...			
Owosso Twp.	100	Burton.....	School.....	Refer' ce.	Own...	Taxation.....		

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarians.
133				302	8	Open...	School, public..	41	Yes....	Helen L. Clark, Merrill.
74	17			17	17	Open...	School, public..	60	No....	
82				82	10	Open...	School, public..	2		Henry Miner, New Lathrop.
45					82	Open...	School, public..	50		
21	15		\$9 00	36		Open...	School, public..	50	No....	Fanny Wright, Burt, R. D. No. 2.
26						Open...	School, public..	No....		
212	33			10	10	Open...	School, public..	10	Yes....	Joseph Johnson, Hemlock, No. 2.
43				10	34	Open...	School, public..	10		Mary Gerber.
28	20	1	2 00	18	40	Open...	School, public..	50		M. T. Davis, Saginaw, W. S. R. 3.
31				31		Closed...	School.....	0	None...	Rosemary Lynch, Saginaw, No. 11
94					51	Open...	School, public..	Yes....		Alice M. Tripp.
62				40	50	Open...	School, public..	30	Yes....	
314	85		30 00	314		Open...	School, public..	50	Yes....	Julia M. Albert, St. Charles.
58					29	Closed...	School,	90	No....	L. S. Fisher, Swan Creek.
112						Closed...	School.....			Abbie Burleson, Freeland, No. 4.
89						Open...	School, pupils..	68		Librarian, Freeland.
43				29		Open...	School, pupils..	90	No....	Jennie Dice, Freeland, No. 4.
67	32	2	12 00	25	16	Closed...	School.....	66	No....	Edna Munger, Freeland, No. 4.
						Open...	School, public..	No....		Anna Fletcher.
250	25		2 50	800		Open...	Public.....	60	No....	Kate Gilbert, Burr Oak.
110	100	21				Open...	Public.....	66 2/3	No....	Mrs. Frank Morton, Colon.
5,530	175	31	150 00	42		Open...	Public.....	50	Yes....	Cora Lowther, Leonidas.
260	48		28 00	300		Open...	Public.....	33	Yes....	Mrs. Grace Osgood, Mendon.
5,379	100	17	95 00	9,850		Open...	Public.....	50	Yes....	S. R. Forbes, Nottawa.
8,680	510	55		2,656	7,333	Open...	Public.....	25	Yes....	Alida Patterson, Sturgis.
										Sue Imogene Silliman, Three Rivers.
29	29				29	Open...	School.....	1	No....	Nellie Henderson, Byron, No. 1.
90	4		5 76	60	60	Closed...	School.....	40	Yes....	Theo. M. Ladue, Laingsburg.
88	7		2 95			Closed...	School.....			Frank Collister, Perry.
135	5	2	7 00	135		Closed...	School.....	4	Yes....	Thos. A. Mears, Bryon.
55	27	1	9 00	40	55	Open...	School, public..	25	No....	Ruth Smith, Bryon.
60	4		3			Closed...	School.....			
51	7		3 00	51	51	Closed...	School.....	100		Grace Fox, Elsie.
15	1					Closed...	School.....	0	No....	
30				30		Closed...	School.....	2	No....	Lena B. Jeandheur, Corunna.
42	8		3 85			Closed...	School.....	50		Mabel I. Tyler, Lennan.
20	4		5 00			Closed...	School.....	60	Yes....	Frank Hess, New Lathrop.
60				30	25	Open...	School, public..	40		
57				100	110	Open...	School, public..	17	Yes....	Jasper Warner, Corunna.
54					54	Closed...	School.....	20	No....	Pearl Daggett, Ovid.
68	1			53		Open...	School, public..	62	No....	Hila Davids, Owosso.
57				57	57	Closed...	School.....	Yes....		Victor Houghton, Henderson.
198				198		Open...	School, public..	None...		Clara J. Dodge, Saginaw, W. S., 131 N. Webster.
64	1					Open...	School, public..	33 1/3		Anna Streng, Corunna.
100	7	1	3 00		100	Open...	School, public..	40	Yes....	Floyd F. Walworth, New Lathr'p.
3,601	102		91 91	3,707		Open...	School, public..	66 2/3		Frances A. Jones, 214 N. Elm St., Owosso.
1,600	20		50 00			Open...	School, public..	4	Yes....	Supt. J. W. Simmons, Owosso.
60	360			1,500			Members.....	90		Stanley E. Penkill, Owosso.
900		40				Closed...	Members.....	33 1/3	No....	Geo. W. Swarthout, Owosso.
23						Closed...	School.....	17		Fannie A. Youmans.
48	6		3 00			Closed...	School.....	25		

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
SHIAWASSEE—								
<i>Con.</i>								
Perry Twp....	500	Morrice.....	School.....	Refer'ce.	Own....	Taxation, fines.		
Perry Twp....		Perry, Benning'n.	School.....	Refer'ce.	Own....	Taxation.....		
Rush Twp....		School.....	School.....	Refer'ce.	Own....	Fines.....		
Rush Twp....		Dist. No. 5.....	School.....					
Sciota Twp....	950	Laingsburg.....	School.....	Refer'ce.	Own....	Taxation, fines.		
Sciota Twp....		Dist. No. 3.....	School.....	Circ'ing.	Own....	Fines.....		
Shiawassee Twp		Eddy.....	School.....	Refer'ce.	Own....			Printed....
Shiawassee Twp	40	Lemon.....	School.....	Refer'ce.	Own....	Fines.....		Printed....
Shiawassee Twp		Octagon.....	School.....	Refer'ce.	Own....	Subse., fines.		
Shiawassee Twp		Tyrell.....	School.....		Own....	Taxes, fines.		
Venice Twp....	60	School.....	School.....	Circ'ing.	Own....	Fines.....		Written....
Venice Twp....		Martain.....	School.....	Circ'ing.	Own....	Subscription...		Card.....
Venice Twp....	138	Dist. No. 2.....	School.....	Both....	Own....	Fines.....		
Vernon Twp....	92	School.....	School.....		Own....			
Vernon Twp....	100	Chalker.....	School.....		Own....	Subscription...		
Vernon Twp....	2,350	Durand.....	School.....	Both....	Own....	Taxation, fines.		
Vernon Twp....	122	White.....	School.....		Own....			
Woodhull Twp..		Kay.....	School.....	Refer'ce.	Own....	Taxation.....		
Woodhull Twp..	113	Dist. No. 3.....	School.....	Refer'ce.	Own....	Fines, socials...		Printed....
Woodhull Twp..	200	Dist. No. 6.....	School.....	Both....	Own....	Fines, taxation.		Written....
WAYNE:								
Brownstown Tp		School.....	School.....		Own....	Fines.....		
Brownstown Tp	400	School.....	School.....	Refer'ce.	Own....			
Brownstown Tp		Maple Grove.....	School.....			Taxation.....		
Brownstown Tp	85	Woodruff.....	School.....		Own....			
Canton Twp....	95	Hough.....	School.....	Refer'ce.	Own....	Fines.....		
Canton Twp....		Sheldon.....	School.....	Refer'ce.	Own....			Written....
Canton Twp....		Walker.....	School.....	Both....	Own....	Taxation.....		
Canton Twp....	80	Dist. No. 3.....	School.....	Both....	Own....	Fines, socials...	None....	None....
Dearborn Twp..	500	Dearborn.....	School.....	Both....	F. house.	Taxation.....	None....	
Ecorse Twp....	180				Own....	Taxation.....		
Ecorse Twp....	75	School.....	School.....		P. house.	Fines.....		
Ecorse Twp....	300	School.....	School.....	Circ'ing.	Own....	Fines.....		
Ecorse Twp....	178	School.....	School.....	Both....	Own....	Fines.....	None....	Written....
Ecorse Twp....		Dasher.....			Own....			
Ecorse Twp....	223	School.....	School.....	Circ'ing.	Own....	Fines.....	None....	
Flat Rock Twp.	55	Gibraltar.....	Township...		Own....	Taxation, fees.		
Gratiot Twp....	1,000	St. Clair Hts.	School.....	Both....	Own....	Tax., Subse.		
Gratiot Twp....		Dist. No. 2.....	School.....		Own....	Taxation.....		
Greenfield Twp.		School.....	School.....		Rent....	Taxation.....		Written....
Greenfield Twp.	160	Greenfield.....	School.....		Rent....	Taxation.....		
Greenfield Twp.		Dist. No. 3.....	School.....	Both....	P. house.		None....	None....
Greenfield Twp.		Dist. No. 8.....	School.....		Own....	Taxation.....		
Hamtramck Tp.	150	Forest Lawn...	School.....	Circ'ing.	Rent....	Fines.....	None....	Written....
Hamtramck Tp.	200	Dist. No. 6.....			Own....	Fines.....		
Hamtramck Tp.	200					Taxes.....	None....	None....
Huron Twp....	150	School.....	School.....		Own....	Fines.....		
Huron Twp....	300	New Boston Sch.	School.....	Circ'ing.	Own....	Fines.....		None....
Huron Twp....	150	Waltz.....	School.....	Circ'ing.	Own....	Taxation.....		
Huron Twp....	50	Willow.....	School.....	Circ'ing.	Rent....	Fines.....		Written....
Huron Twp....	180	Dist. No. 5.....	School.....		Own....	Fines.....	None....	
Livonia Twp....	75	School.....	School.....		Own....	Fines.....		
Livonia Twp....	141	Newburg.....	School.....		Own....	Fines.....	None....	None....
Livonia Twp....	145	Dist. No. 3.....	School.....			Taxation.....	None....	None....
Nankin Twp....		Nankin.....	School.....	Circ'ing.	Rent....	Taxation.....	Authors....	Written....
Nankin Twp....	100	East Nankin...	School.....	Circ'ing.	Own....	Fines.....	None....	Written....

BY COUNTIES.—Continued.

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
238	51	3	\$35 00		150	Closed...	School.....	40	Yes....	C. B. Jordan, Morrice.
112						Closed...	School.....			Marie K. Flynn, Morrice.
70						Closed...	School.....	90	Yes....	W. I. McDivitt.
43						Closed...	School.....	37	Yes....	
238	21		11 02			Closed...	School.....	334	Yes....	M. B. Showerman, Laingsburg.
66	1	1	2 25	22	66	Closed...	School.....	45	Yes....	Bertha Brendahl.
63	2		1 75			Closed...	School.....		Yes....	
21	1		40			Closed...	School.....	48	Yes....	
60					50	Open...	School, public..	50	Yes....	Orie Craig, Corunna.
44						Closed...	School.....	36		Ada Blank, Morrice.
30				23	34	Open...	School, public..	50	Yes....	Felecie Van Liew, Owosso.
45	12		5 00			Open...	School, public..	0	No....	Beulah Wilcox, Vernon, R. D. 1.
99	22			31		Open...	School, public..	24	Yes....	A. P. Muot, Corunna.
104	19		5 00			Open...	School, public..	25	Yes....	Lucile Hall, Durand.
39	39		11 00			Open...	School, public..	20	Yes....	Mrs. Helen Kline, Vernon.
675	25		25 00			Closed...	School.....	10	Yes....	Anna Berkheiser, Durand.
28					28	Closed...	School.....	334	No....	Earl Sayre, Durand, R. F. D. 2.
50	7	1	7 00	50		Open...	School, public..	50		Cassie M. Brown.
41					35	Open...	School, public..	39	Yes....	Irene J. Corcoran, Shafsbury.
						Closed...	School.....	25	Yes....	Etta McCulloch, Shafsbury.
120	0	0	0	80		Open...	School, public..	27		J. E. Gudith, Wyandotte, R. 2.
550	2	0				Open...	School.....	25		Supt. Schools, Flat Rock.
114	28		10 40			Open...	School, public..	50	None..	Geo. H. Sanders, Flat Rock.
40						Open...	School, public..		No....	Carrie M. Ernest, Flat Rock.
65	11		5 38			Open...	School, public..	5	Yes....	W. A. Reddeman, Plymouth.
129	7	0	5 30	65	20	Open...	School, public..	5		Wm. Arthy, Canton.
85	15	1	5 00	10	25	Open...	School, public..	5		Geo. Ballow, Wayne.
135	0	0	0	25		Open...	School.....	75	Yes....	Alice Corwin, Ypsilanti.
264	5	0	5 00	20	0	Open...	School.....		None..	Wm. Leslie, Dearborn.
148	0		0			Open...	School.....			Librarian, Dearborn.
40	0	0	0			Open...	School, public..		Yes....	John Dasher, Dearborn, R. 2.
167	87	0	48 00	150	160	Closed...	School.....	90	Yes....	E. J. Gunn, 211 Lenox Apts., Detroit.
29	38	0		0	38	Open...	School, public..		None..	
82	12		6 00			Open...	School, public..			
80	0	0	0	60	60	Open...	School, public..	664	No....	Wm. Schorefeld.
500	0			200		Open...	Public.....		No....	Mrs. Almeda Parsons, Gibraltar.
500	170		77 78	716	400	Open...	School, public..	20		J. Merrill, Detroit, 755 Penn. Ave.
60	0	0	0	60	50	Open...	School.....	75	Yes....	Agnes Whalen, Detroit, 574 McClellan Ave.
450	0	0	0	130	130	Open...	School, public..	80	No....	John Rose, Highland Pk, R. 1.
348					100	Open...	School, public..			John Horky, Highland Pk, R. 2.
260	0	0	0		10	Open...	School, public..	50	No....	Sarah A. Waffle, Greenfield.
300	0		0		54	Open...	School, public..	50	None..	James Walsh, Highland Pk, R. 1.
300	0	0	0	50		Open...	School.....		Yes....	John Lynch, N. Detroit, R. D. 2.
273	28		10 00	75		Open...	School, public..	30	No....	Mrs. Ellen Bacon, N. Detroit.
180	0	0		80		Open...	School.....	50		G. R. Petts, Station 23, Detroit.
94						Open...	School.....			
45	12	1	5 00			Open...	School.....	15	None..	F. E. Romine, New Boston.
85	0	0	0	35	80	Open...	School.....	90	None..	Robert Waltz, Waltz.
446	0	0	0	300		Open...	School.....	50	Yes....	Thos. H. Parkes, Willow.
352	61	0	9 90	290	473	Open...	School.....	45	No....	W. R. Wells, Romulus, R. 3.
130	10		5 00			Open...	School.....			
100	0	0	0			Open...	School, public..	60	Yes....	W. E. Farley, Plymouth.
105	0	1	0			Closed...	School.....	68	Yes....	Myra E. Dickinson.
454	0	0	0	150		Open...	Public.....	664	No....	Mrs. John Edwards, Wayne, R. 3.
300	0	0	0	12	20	Open...	School, public..	50	Yes....	

LIBRARY STATISTICS

County and location.	Population.	Name of library.	Class.	Reference or circulating.	Own or rent.	Support.	How classified.	Catalogue.
WAYNE—Con.								
Nankin Twp...		Norris...	School...	Both...	Own...	Fines...	None...	None...
Nankin Twp...	1,500	Wayne...	School...	Both...	Own...	Taxation...	Dewey...	Written...
Northville Twp...	2,000		School...	Refer'ce.	Own...	Fees...	None...	None...
Northville Twp...		Waterford...	School...		Own...		None...	Written...
Northville Twp...	33	Dist. No. 6 Fri...	School...	Both...	Own...	Taxation...		
Plymouth Twp...	44	Coopers' Corners...	School...		Own...	Fines...	None...	None...
Plymouth Twp...	76	Packard...	School...		Own...	Taxation...	None...	
Plymouth Twp...	1,700	Plymouth...	School...	Both...	Own...	Taxation...	Dewey...	Card...
Redford Twp...	128	Redford...	School...	Refer'ce.	Own...	Fines...		
Redford Twp...	150	Dist. No. 5...	School...		Own...	Fines...		None...
Redford Twp...	275	Dist. No. 10...	School...		Own...	Taxation...		Printed...
Romulus Twp...		Cory...	School...		Own...			
Romulus Twp...	300	Romulus...	School...		Own...	Taxation, fines...		
Romulus Twp...		Dist. No. 2...	School...		Own...			
Romulus Twp...	92	Dist. No. 5...	School...		Own...	Fines...		
Springwells Td...		Dist. No. 5...	School...		P. house...			
Springwells Tp...								
Sumpter Twp...		Ewell...	School...		Own...	Fines...		
Sumpter Twp...	150	Dist. No. 1...	School...	Circ'ing.	Own...	Fines...		
Sumpter Twp...		Dist. No. 8...	School...		Own...		None...	None...
Taylor Twp...	302	School...	School...	Circ'ing.	Own...	Taxation...	None...	None...
Taylor Twp...	200	School...	School...	Both...	P. house...	Taxation, fines...	None...	None...
Trenton...	1,600	Trenton...	School...	Refer'ce.	Own...	Taxation, fines...	None...	None...
Van Buren Twp...	600	Belleville...	School...	Both...	Own...	Taxation...	None...	None...
WEXFORD:								
Antioch Twp...		Township...	F. public Tp.	Both...	Rent...	Fines...	None...	None...
Boon Twp...	500	Township...	Township...		Own...		None...	None...
Cadillac...	9,000	Public...	Public...	Circ'ing.	Own...	Taxation...	Dewey...	Card...
Cedar C'k Twp...	1,200	Menton...	School...	Both...	Own...	Taxation...		
Cherry G've Tp...	117	School...	School...		Own...	Fines...		
Cherry G've Tp...	51	School...	School...		Own...	Taxation...	None...	None...
Clam Lake Tp...	150	School...	School...		Own...	Fines...		
Clam Lake Tp...		Stone Ledge...	School...		Rent...	Fines...	None...	Card...
Clam Lake Tp...	188	Dist. No. 1...	School...	Both...	Own...	Taxation...	None...	None...
Clam Lake Tp...	159	Dist. No. 5...	School...	Both...	Own...			
Colfax Twp...	700	Township...	F. public Tp.		Rent...	Fines...	None...	Written...
Colfax Twp...		Dist. No. 6...	School...	Refer'ce.	Own...	Taxation...	None...	
Greenwood Tp...		Greenwood...	School...					
Greenwood Tp...	42	School...	School...		P. house...	Taxation...	None...	
Haring Twp...	67	School...	School...		Own...	Taxation...		
Henderson Twp...	250	Township...	Township...	Circ'ing.		Fines...	None...	Written...
Liberty Twp...		Dist. No. 1...	School...		Own...		Letter...	
Liberty Twp...	100	Liberty Valley...	School...		Own...	Taxation...		Written...
Liberty Twp...		Dist. No. 3...	School...	Circ'ing.				
Selma Twp...	952	Township...	Township...			Fines...	Subjects...	None...
Sherman Twp...	400	School...	School...		Rent...			
So. Branch Twp...		Brooks...	School...		Own...	Taxation...		
Wexford Twp...	50	Dist. No. 2...	School...		Own...	Fines...		
Wexford Twp...	75	Dist. No. 7...	School...		Own...	Taxation...		
Yuma Twp...	300	School...	School...		Own...	Taxation...		

99

Bound volumes on shelves.	Books added during year.	Periodicals.	Annually expended for books.	Circulation.	Reference books used.	Open or closed shelves.	Users of library.	Percentage of fiction.	Fines used for purchase of books.	Name and address of librarian.
107		0		15	25	Open	School, public.	30	Yes	Mrs. N. A. Merriman, Wayne.
875	75	4	\$50 00			Open	School, public.	5	Yes	T. O. Sweetland, Wayne.
500	0	6	0			Closed	School.			
189	0	0	0	120	0	Open	School, public.	75		Anna Brown, Plymouth.
73	3		1 77			Open	School, public.			Mrs. Royal Sackett, Detroit, 811 Humboldt Ave.
35	1	0	1 00		12	Open	School.	15	No.	Georgina Young, Detroit, 1733 Helen Ave.
80	2		2 00	198		Open	School, public.	81		Teacher, Plymouth, R. D. No. 4.
2,000	200	14	275 00	2,000		Open	School, public.	25	None.	W. N. Isbell, Plymouth.
237	0	0	0			Open	School, public.			Della C. Smith, Redford, R. 2.
216	0	0	0		150	Open	School, public.	50	None.	Henry Lacey, Redford, R. D. 3.
278	0	0	0	27		Open	School, public.		Yes	Mrs. Minnie McClelland, Redf'd.
216			5 50			Open	School, public.			E. A. Billings, Romulus, R. 1.
125	0	0	0	25	30	Open	School, public.	50	No.	Wm. A. Smith, Romulus.
142	11		7 50		10	Open	School, public.	39	Yes	
65						Open	School, public.	33		F. L. Olds, Romulus.
75	20		7 98	54		Open	School, public.	60	No.	Jos. Schaefer, Dearborn, R. 3.
314	0			32		Open	School, public.	50	Yes	Wm. Karnatz, Dearborn, R. 4.
264	7		3 00	75	75	Open	School, public.	75	No.	C. Britton, Belleville.
40	0	0	0	35	40	Open	School, public.		Yes	Oliver C. Atyes, Belleville.
273	0	0	0	74		Open	School, public.	60	No.	J. H. Rudger, Castleton, R. 2.
64	32	0	30 00		64	Open	School, public.			Marion Peilow, Hand Sta. No. 1.
600	75		50		500	Open	School, public.	1	Yes	Frederick VanAlstine, Inkster.
300	25	1	12 00	75	150	Open	School, public.	25	No.	A. E. Sherman, Trenton.
										Fred C. Fischer, Belleville.
375	50	0	30 00			Open	Public.	90	Yes	R. D. Frederick, Sherman.
334						Open	Public.		Yes	Minnie Klingbiel, Harrietta.
4,663	2,163	77	1,320 68	30,724		Open	Public.	60	Yes	W. F. Sanborn, Cadillac.
			70 00			Closed	School.		No.	
117	22		7 75	25		Open	School, public.	50		C. E. Smith, Axin.
68	0		0	20		Open	School, public.	0	None.	Hildur E. Sikstrom, Hobart.
	30	0	13 30			Open	School, public.			
117	0	0	0	50	20	Open	School, public.	50	None.	Oscar Rydquist, Cadillac, B. 819.
207	14	0	11 08	180		Open	School, public.	35	Yes	Maud Hodges, Mesick.
125	0	0	0	28	0	Open	School, public.	53	None.	Robt. Angell, Cadillac.
600	53	0	25 20	353		Open	School, public.	90	Yes	H. S. Batchelder, Meanwatka.
55	1	0			15	Closed	School.	50	None.	Stella Crouse, Manton.
276	45		15 42	245		Open	School.	100		Lavina Mead, Manton.
140	0	0	0			Open	School.	90		Mrs. S. P. Judson, Manton.
40	5	0	3 32	25	21	Open	School.	66		Milo Crosby, Cadillac.
330	5	0	16 00	187	156	Open	Public.	60	Yes	Mrs. P. J. Sours, Angola.
25	17	0	8 12		17	Closed	School.	20		
80	0	0	0	1	1	Open	School, public.	25	None	J. H. Day, Manton.
56	33	0	25 54	83		Open	School, public.	90	None	
215	15	0	7 07	609	0	Open	School, public.	75		Mrs. Thomas Rogers, Cadillac, 2.
300	0	0	0			Open	School, public.		No.	V. R. Gates, Sherman.
32	0	0	0	300	300	Open	School, public.	100	No.	Olive B. Lewis, Hoxeyville.
93	0					Open	School, public.	95	Yes	
60			5 00			Closed	School.	95		Frank Odell, Harlan.
178	37		10 45	178	178	Open	School, public.	30	Yes	Mrs. Minnie

LIBRARY STATISTICS

County.	Township.	School district.	No. of pupils.	Locality thickly or sparsely settled.	Age of pupils.	Has the school or township library.	No. of books.	Are books cataloged.	Condition of books.	No. of books added during year.
Alger.....	Onota.....	Deerton 3...	14	Sparsely..	5 to 14	Old one...	25	No...	Old...	
Baraga.....	L'Anse.....					Yes.....	500	Yes..		
Baraga.....	Spurr.....	No. 1.....	25	Medium..	5 to 14	Yes.....	128		Good...	
Charlevoix...	Wilson.....	No. 3.....	31	Thickly..	5 to 16					
Chippewa....	Sault Ste. Marie..	No. 2.....	44	Thickly..	5 to 15	Yes.....	25		Good...	
Chippewa....	Sugar Island....	No. 2.....	31	Sparsely..	5 to 16	No.....				
Chippewa....	Sugar Island....	No. 5.....	30	Sparsely..	5 to 14	No.....				
Delta.....	Baldwin.....		24	Thickly..	5 to 16				Fair...	4 ea. dis
Delta.....	Bay de Noque....	No. 4.....	24	Sparsely..	6 to 14	No.....				
Delta.....	Brasnorton.....	No. 1.....	75	Thickly..	5 to 14	Yes.....	36	Yes..	Fair...	15
Delta.....			1,500	Thickly..	4 to 21	School....	1,000	Yes..	Good...	150
Delta.....	Maple Ridge....	No. 6.....	12	Sparsely..	5 to 14	Yes.....				
Delta.....	Musonville....	No. 1.....	595	Thickly..	5 to 19	Yes.....	450	No...	Good...	140
Delta.....	Wells.....	No. 2.....	160		5 to 16	Both.....	100	No...	Fair...	
Dickinson...	Breitung.....	No. 1.....	130		5 to 17	Both.....	575	No...	Good...	
Dickinson...	Waucedah.....	No. 4.....	12	Thickly..	6 to 15	School....	120	Yes..	Good...	
Gogebic.....	Bessemer.....	No. 2.....	100	Sparsely..	5 to 14	School....		No...	Fair...	
Gogebic.....	Ironwood.....		21	Sparsely..	5 to 14	School....	60-70	No...		
Houghton...	Adams.....		31	Sparsely..	5 to 15	Yes.....	1,000	No...	Fair...	
Houghton...	Calumet.....	No. 1.....		Thickly..		Yes.....		Yes..		
Houghton...	Torch Lake....	No. 7.....	14	Sparsely..	5 to 14	No.....				
Houghton...	Portage.....	No. 1.....	30	Sparsely..	5 to 16	Trav. Lib.	50			
Houghton...	Quincy.....	No. 1.....	193	Thickly..	5 to 16	Twp.....	650	No...	Fair...	
Marquette....	Champion.....	Champion...	380	Medium..	5 to 19	Yes.....	2,000	No...	Fair...	75
Marquette....	Ely.....	No. 1.....	23	Sparsely..	5 to 17	No.....		No...		
Marquette....	Ely.....	Clarksburg, Sub. Dis. 2.	15	Sparsely..	5 to 16					
Marquette....	Forsyth.....	No. 1.....	230	Thickly..	6 to 20	Yes.....	300	Yes..	Fair...	75
Marquette....	Forsyth.....	No. 2.....	25	Sparsely..	5 to 14	Yes.....	28	Yes..	Good...	
Marquette....	Ishpeming.....	No. 1.....	13	Sparsely..	5 to 15	Yes.....	72-75	Yes..	Good...	
Marquette....	Negaunee.....	No. 1.....	22	Sparsely..	4 to 12	School....	20	No...	Fair...	
Marquette....	West Branch....	No. 4.....	22	Sparsely..	6 to 15	Twp.....			Good...	
Menominee...	Mellen.....	No. 4.....	29	Medium..	6 to 14					
Menominee...	Spalding.....	No. 1.....	300	Thickly..	10 to 19	Yes.....	700	Yes..	Fair...	70
Menominee...	Spalding.....	No. 4.....	47		5 to 15	Both.....	117	No...	Fair...	
Menominee...	Stephenson....	No. 5.....	36	Thickly..	5 to 15	School....	47	No...	Fair...	
Menominee...	Stephenson....	No. 9.....	41		5 to 15	Yes.....	12			
Menominee...	Stephenson....	No. 12....	42	Sparsely..	6 to 16	Both.....	75	Yes..	Fair...	
Ontonagon...	Interior.....	No. 3.....	8	Sparsely..	6 to 14	Township.				
Schoolcraft...	Cusino.....		40		5 to 16	School....	26		Fair...	

NORTHERN MICHIGAN.

Amount expended for books during year.	General character of of books.	Circulation of books during year.	How purchased.	Is school board in favor of library.	Is there a woman's club near school.	Name and address of teacher.
	Too difficult for pupils.....			No.....	No.....	Louise Lowell, Onota.
	One-third fiction, standard w'ks.....		Taxation.....	Yes.....	No.....	Mr. F. A. Mellancamp, L'Anse.
	Good.....		With school money.....	Partially.....	No.....	R. C. Kiefer, Michigamme.
				Yes.....	No.....	Eva Mackey, East Jordan.
				No.....	No.....	Lila Stanaway, "Soo."
				Yes.....	No.....	Delia Barry, Sault Ste. Marie.
	Historical, others.....		Township library money.....	Yes.....	No.....	Josep'e Marion, Sault Ste. Marie..
\$12 00		Not many..	Penal fine.....	No.....	No.....	Mayme E. Larson, Stonington-
				Yes.....	No.....	Jessie Dunsmore, Gladstone.
100 00	Varied.....		Penal fine, contributions.....	Yes.....	Yes.....	Anna W. Janzen, Gladstone.
80 00	Varied.....	1,400	Penal fines.....	Yes.....	No.....	Millicent Webber, Brampton.
			Contributions.....	Yes.....	No.....	James H. McDonald, Rapid River
100 00	Varied.....		Contributed.....	Yes.....	No.....	C. U. Woolput, Wells.
					No.....	H. Ten Eyck.
10 00	Varied.....	Am'g pupils.	Primary fund, contribu'ns.	Yes.....	No.....	Librarian, Loretto.
	Reference.....			Foreigners un'ble read	No.....	Rosa Burt, Bessemer.
			Various ways.....	No.....	No.....	Tekla Lindquist, 230 Aurora Loc.
			Penal fines.....	Yes.....	No.....	F. A. Jeffers, Atlantic Mine.
				Yes.....	Yes.....	Mary Sulor, Calumet.
					No.....	Mary L. Irenette, Hubbell.
				Yes.....	No.....	Amanda Feoughtya, Tapiola.
	Three-fourths fic., his., etc.....	1040 Circ...	Penal fine.....	Yes.....	Yes.....	Mr. J. G. Johnson, Hancock.
100 00	Good.....	1,200 Circ..	All sources.....	Yes.....	No.....	Jean C. Johnston, Beacon.
	School books.....				No.....	Rose La Forge, Ishpeming.
				Yes.....	No.....	Pauline McCall, Negaunee.
40 00	History, Misc.....		Contributed.....	Yes.....	No.....	Librarian, Princeton.
	History, travel.....				No.....	N. H. Peterson, Forsyth.
	Good.....	72 to 75 (Cr..		Yes.....	No.....	Ruth Warnberg, 306 W. Ely St.
	Biographies.....			No. (for'rs)..	No.....	Isabella Neely, Eagle Mills.
				Yes.....	No.....	Mayme Casey, Skandia.
25 00	Juvenile, ref'ce.....	All in Circ..	Penal fines.....	Yes.....	No.....	Eliza E. Stans, Wallace.
	Fiction, Geog.....		Penal fines, contribu'ns..	Yes.....	No.....	B. W. Meenick, Spalding.
			Penal fines, for text and contribu'ns		No.....	V. M. Collette, La Branche.
	Instructive.....				Yes.....	Myrtle, Schafer.
					No.....	Mary E. Edgerton, R. 2, Box 24.
	Juvenile.....			Apparently..	No.....	Lizzie M. Deehr, Koss.
				Yes.....	No.....	Margaret Sullivan, Trout Creek.
	General.....	26	Contributed, purchased.		No.....	Jennie Herron, Cusino.

ADDRESS ON LIBRARIES.

BY HON. MELVIL DEWEY, BEFORE THE GENERAL SESSION OF M. S. T. A.,

OCTOBER 25, 1907.

Among all the states Michigan stands as the one which had the first free university. Your State likes to have people come to Michigan and ride through the State and look out of the car windows and see the beautiful farms, visit the schools and colleges. Michigan was the first state to put money liberally into a free university. You remember that during the Franco-Prussian war the awful defeat France suffered at the hands of the Germans was not because of the German needle gun, not because of the German soldier, but because of the German universities, which made the schools of Germany so strong, and that a great leader in France said after the war, "If we ever go to war with Germany again we won't make the mistake of not having spent liberally, lavishly for higher education." It is the key you seek after and there is enough for all. It is the old story of the measles and the district school—there was enough to go around.

I am not coming to you to say you must drop your work and take-up library work. It is a very different problem. We decide to manufacture something, it may be car wheels or automobiles or something else, and the question arises as to the kind of power to use, whether it shall be water power, steam power or electricity. Whatever the specialist has to do, he can utilize the strongest engine, the library, for the printed book is the longest lever human hands learn to ply. Think what it means to have the book which is so familiar to us. A young boy sees his father go to the telephone and call up someone far away and talk with him and the boy gives no thought to it. But this book made of paper and covered with conventional marks and figures is more wonderful than wireless telegraphy, the telephone, telegraph or any other invention of modern times. You put on these magic glasses and another world lies before you; read the lives of men dead thousands of years, and as you read of these heroes you thrill to the finger tips to go out and risk your life for a good cause, simply because this piece of vegetable fibre is before your eyes covered with marks and figures. Nothing in modern science has been such a powerful engine as the printed book, and whatever one does he must learn to use that great force. What are you trying to do? What brought you here? Why are you teaching school? It is certainly not because of the large compensation; it is because you see an opportunity for usefulness; you purpose to serve the State of Michigan, and to accomplish the most possible.

I picked up by chance the exact quotation of Pres. Eliot's criticism on public schools. You know that Mr. Eliot is a believer in, and an enthusiastic supporter of, our schools; but he recognizes that "in spite of all that has been done, there are four great difficulties we must face; that the common school system does not deal intelligently with the awful problem of drunkenness, nor of gambling, nor the vice of the people, and the prevention of crime; that the reading matter which the American people demand is the ground for much discouragement. The people seem to demand vast quantities

of daily reading which is trifling and immoral; the purchase of thousands of tons of this reading goes to show that good results from popular education have not been attained. This is the worst disappointment of the common school education. This is a simple recognition of its power and importance. Now, some of you know that this country is being flooded with a class of so-called yellow journalism which is a most serious menace to the work of the public schools and libraries and is a most serious problem to deal with. I am not here to cry against the newspaper. I believe profoundly in the great daily, which circulates a million copies among the homes of the nation today, and which is exerting an influence greater than our universities. I have profound respect for what it does, and a great respect for what some of the journals have done; but on the other hand we have a flood of stuff that is worse than useless—pernicious—which magnifies trifles, makes light of things sacred, and would rather raise a laugh than to tell the truth or to serve a good cause; this powerful engine is being used solely as the means of making money, for advertising and bringing in the largest returns. One of the greatest engines in the world is used sometimes by reckless, irresponsible people, who ought to be restrained. We regulate the machine which dashes through our streets and roads with 70 horse power; and yet, these forces are as nothing compared with the influence of the great journal. The school, at the best, in three or four to five years only gives the tools with which to get an education. It is like the sculptor without the marble—no statue can be made. The great purpose of the school will serve to turn out boys and girls who have learned to read. I believe that all the studies of the course, and the time put on them, are not half as valuable to the community as to send out boys and girls with a taste for reading, which will stay with them all through life. I think this is twice as important as the whole curriculum put together."

Now a word more with regard to the newspapers. I stood in a railway station not long ago and saw the tons of newspapers ready to be sent all over the country, and I thought of the influence these papers had with the people who will read the Sunday papers, filled with material enough to fill two volumes and not worth printing. Men who ought to be unwilling to lend their names sell articles to the paper because they are paid liberally for it, and articles are printed written by men entirely untrustworthy and filled with illustrations that the people believe represent discoveries in science. We have, then, this great engine of power in the hands of people who are irresponsible. The relation of the school and library is that of two brothers who must work side by side; this is one of the hardest problems to solve to offset the pernicious reading found in the newspapers.

When I say library I do not mean a mere collection of books, but I mean magazines and periodicals, and not only books, magazines and periodicals, but pictures and music and specimens from science and art, and all those agencies that make for education outside the ordinary teaching. Education is divided into two classes: the elementary school, the high school, and in that group, include the university. There is another group of which the library is the corner stone: the museum of art, history and science, the help given by study clubs, extension teaching, summer schools, correspondence courses and lecture courses. These form another class which reaches the home, the other side of the system of education without which we can accomplish no satisfactory results. Few of our boys and girls reach the college or go through high school; about four or five years of training and they are through; their life's education they get through what they read. The

school should work heartily with the library in putting the student in a position to utilize these forces. In the last thirty years it has become recognized that the library is as essential as the school in the education of the child. It is no longer said that it is a good thing to have a system of good roads, it is not only a good thing but it is an absolutely necessary thing. The library movement has met with little opposition; liberal appropriations have been made by the State and the nation, and magnificent gifts have come from private individuals, and the library is recognized as the greatest lever that human hands can utilize in getting our learning. A great state will not stop at producing the raw material when the finished product will bring so much higher price. Take the laborer of today, who earns \$1.50 you can get them by the thousand to saw wood, but when you want a man for the head of a great institution, which pays ten, twenty, thirty or fifty thousand dollars, you have to hunt sometimes for years. You can get a horse to do the ordinary everyday work for \$150, \$200 or whatever such a horse is bringing in market; a horse that will trot a mile in two minutes, will eat no more oats nor occupy more pasture, but he will bring fifty, seventy-five or one hundred thousand dollars. This matter of education would correspond to the ore you put into the furnace. You send the boy to the elementary school and you put the pig iron into the steel furnace to make it into steel; the next step is the high school and the college, the steel bars are made into wheels and different parts of machinery; finally men of experience put these parts together to make a machine to do certain work, and the man who has the education can get a compensation a great deal larger than the ordinary laborer, who gets \$1.50 a day. The child of poor parents is likely to accomplish more than the idol of society, so small is the number who come from the wealthy families of the country that we depend upon a majority of our leaders coming from the humblest homes. You men and women of Michigan, teachers and librarians, urge this home. You do not know but that in that unpromising little chap are qualities which will make him a leader in this State or nation. It is our duty to find these leaders and to develop them into men who know that they know. The Arabs have a proverb, "Men are divided into four classes, two that know and two that know not. He that knows not and knows not that he knows not is stupid; shun him. He that knows not and knows that he knows not, is ignorant, teach him. He that knows and knows not that he knows, is asleep, wake him; and he that knows and knows that he knows, he is wise, follow him." These leaders are the boys and girls you want to find and develop, for in all time few lead but many follow. One locomotive can draw a great train of cars, and it is destiny that most people follow a leader. Some are sleeping cars, others are nothing but the brakes, but still it pays to develop whatever may be in them. We have these boys and girls as valuable assets of the State. Men who can marshal men, machines and material and do things for which the world is paid command high salaries. How shall we do it? The problem of the school is not enough: utilize the library; take your children to the library; or, first, begin with the teacher in the normal school; teach the teacher how to use books so he will be skillful in using them; teach him what libraries really mean so he will be competent to serve on committees; and, more important, he will learn how to teach the child to utilize this great force when he goes to the library, to understand various kinds of reference books, the card catalog and the indexes, so they can find the way themselves and learn to utilize the books. Really, the printed page stands as our civilization, just as much advanced as the savage over

the cannibal, and the father tells certain things to his children and the children tell things to their children, but they continue to dress in skins and live in caves just one step beyond the brute; but the man who printed the book, put down his experience as the wisdom of the world; that man stand head and shoulders over his predecessor, and, it is not too much to say, is the source from which sprang the manhood of today. He builds a bridge and battleship; the ship stands for the canoe of the Indian, and the old log represents Brooklyn bridge spanning rivers. He today walks on the bridge instead of the log fallen across the stream simply because he is permitted to stand on the shoulders of his predecessors, and this progress is all owing to some sheets of paper. We must train the children in the school to appreciate what books mean, to respect them, use them intelligently, to acquire a taste for books that will cause them to reflect and mould their characters. A thought comes to me, and it is this: We must learn to reflect; for reflection begets action, and action begets habit, and habit begets supreme character. We study reflection; what makes you reflect? Something you have read or what some man or woman talked with you about. Therefore, how necessary it is to have good reading, for reflection begets action, and action begets character. If you would admit a man to your room morning and night and have him tell his story his way at the end of the year he would have influenced your life for the worse. Just so with the newspaper. We have there a tremendous engine. My plea is that you teachers of Michigan shall keep constantly in mind how much the library and reading room means to your pupils and teach the boy to have a taste for good reading.

The library contains books, magazines, and the best newspapers; but the library of the immediate future is going to circulate music. The child says "Tell me a story; sing me a song; show me a picture; give me a light." In time we will be just as much ashamed not to know the world's masterpieces of music as not to know the masterpieces of literature. We shall know the "Fifth symphony," or the "Prayer from Lohengrin," just as we know Hamlet's "Soliloquy," or any of the great things in literature. There is no reason why a boy or girl should not go to the library and ask for a roll of music as they should ask for one of Shakespeare's plays.

The library and the school must work together; the men and women of Michigan must train the boys and girls, and look forward, and not back; up, and not down, and lend a hand.

A generation ago the proposition of having a reference library or annotated catalogues was looked upon askance, and the children's room, and the picture work in schools, and all those things were never dreamed of; but these are now known by all wide awake librarians of the world.

There are two or three things I think it would be well enough for librarians to take care of,—one, care for the farmers; they need and can do the most with good reading, and have time to digest what they read better than people in the cities. The only reason the farmers have not had more reading is the difficulty in reaching them; but this condition is rapidly changing through the traveling libraries and the public libraries; another thing is the hopeful signs of the city going back to the country. The people under the stress and strain of modern life are looking more and more to the country and are buying farms and building homesteads outside. The librarian should recognize this movement and try to adjust himself to it. During the long winters they have time for reading, and through the traveling library and the telephone means for education and culture are afforded. In times gone by when we had business in Chicago we took a trip down

there and were gone for a week. Now, nine times out of ten, the business man calls up long distance and does the business in three or five minutes instead of thinking it over as he went back and forth. A man goes into his office and gets a blow as from a trip hammer, and it kills. It is so now with the librarian, there is so much to be done that after a few years the delicate machinery is entirely worn out. It is harder for the librarian than the teacher, for the teacher has the long vacations; although so much has been done in library work in the past thirty years, yet men and women have gone down under the strain.

Libraries and schools should work together, but never under the same administration, though sometimes good work can be done that way. The school should be under the board of education, the school being the supreme thing. The library should be under the charge of another board. The library and the school are two different forces and they cannot work under one administration. They must work out the problems together and at the end of the year they are a little nearer their ideals about which they have all dreamed and for which all have hoped. You must work together; and, when the right moment comes, step in and strike hard, else the waiting will have been in vain. Be patient and faithful, but when the right time comes strike hard for the interests of the library.

THE LIBRARY AS AN EDUCATIONAL FORCE.

PAPER READ BEFORE THE COUNTY COMMISSIONERS' SECTION OF M. S. T. A.

BY MARY EILEEN AHERN, EDITOR OF PUBLIC LIBRARIES, CHICAGO.

For the past few years it has been very evident to both teachers and librarians, that an important work was waiting to be done in a field which neither one, working alone, could occupy. A great number of pupils were leaving the school-room at a formative period in their lives, without a full knowledge of the subjects which make for higher intelligence, make life broader, more hopeful, which would lead them in green pastures and beside still waters. Librarians, for the past 30 years, have been working out a system which would lead away from the old notion of a keeper and a handler of books. The best minds, the most sympathetic hearts, the most unselfish energies have been directed toward the selection of books, their arrangement and annotation, toward making books the best of their kind in every field of knowledge, daily companions of every child, pointing out where the ripest, sweetest, most wholesome material could be obtained for the uplifting, comfort, help and inspiration of all who would come within their circle of influence. But at this point, librarians feel their powers are too limited to satisfactorily reach the very ones whom they had in their minds in pursuing this work—the teachers and the children. With the innumerable duties which crowd the hours of the average school teacher who has charge of the average boy and girl, who are the ones for whom much of these things are provided, there remains no time in which to adequately direct the outside culture of these same boys and girls. But in the new order of things the old inanities, from, “I see a cat” up to “We must educate, we must educate, or short will be our race from the cradle to the grave,” are giving way before the natural, inspiring, interest-begetting literature suited to the age, with

the wholesome milk of the "Word" contained in it. It is the recognized province of the teacher to introduce the children committed to her care, to these things, but beyond this she can scarcely go alone, since treading on the heels of one group comes another, eager, wide-awake, ready to enter in where their feet have not yet learned to go. What shall be done with or for those who have gone far enough to recognize the possibilities which lie before them in their further research? Shall they be left to their own resources? Shall they be allowed to drift, to lose that heavenly spark which has already lighted up the meaning of life for them? Right here lies the field which is to be occupied by joint marshaling of the forces of both schools and libraries. The true-librarian, assisted by those higher resources which lie in bibliography, and the whole machinery of library science—the product of his wise, thoughtful, sympathetic co-workers—in counsel with the teacher, in personal contact with the student, grasps the idea of education, takes up the work which the teacher has begun, and holding fast the bond of sympathy in the product of lofty thought well expressed, already formed in the mind of the boy and girl, leads them from heights to heights even unto the perfect day. But to bring about this ideal condition which will be mutually helpful, there must be cooperation, active, earnest, sincere, between the schools and libraries, between the teacher and the librarian. To make this an intelligent cooperation having a common interest and a common end, there must be a better understanding on the part of each concerning the scope and purpose of the work of the other. It is impossible that the work of the teacher shall have the lasting effect that it should have, unless the librarian meet the teacher half way, receiving the pupil in the same spirit of helpfulness that has animated the work of the conscientious teacher. Therefore the wisdom of meetings between librarian and teacher is apparent. The *Dial*, February 1, 1906, said editorially in discussing the subject of relation of libraries and schools:

A school can do nothing more valuable than thus to accustom its students to the intelligent handling of books. The watchword of the last generation was an appeal to get away from books and into direct contact with things. This was justifiable in so far as it meant the getting away from text-books, and into contact with the real materials of knowledge, and the appeal has been fully vindicated in the case of the scientific subjects. Now in the case of history and literature, it must be remembered, the books themselves are the things—not the student's own text-books, which may here be as much of an obstacle or a nuisance as it was in the other case, but the books that are used for investigation, for comparison, for criticism, and for the training of judgment and logical faculty. There is no respect in which work done with books in this sense may not prove as effective for the ultimate purposes of education as work done with the microscope and the balance. We regard this as an understatement of the truth, and would not hesitate to make a much larger claim.

When we consider how much the education that is continued after school-time is over depends upon the right use of books, we can hardly be too emphatic in asserting that something of that use should be learned in the school. Yet almost nothing of the sort really *is* learned. The average student in a high school does not know the difference between a table of contents and an index, does not know what a concordance is, does not know how to find what he wants in an encyclopaedia, does not even know that a dictionary has any other uses besides that of supplying definitions. Still more pitiful is his naive assumption that a book is a book, and that what book it is

does not particularly matter. It is the commonest of all experiences to hear a student say that he has got a given statement from a book, and to find him quite incapable of naming the book. That the source of his information, as long as that information is printed somewhere, should be of any consequence, is quite surprising to him, and still more the suggestion that it is also his duty to have some sort of an opinion concerning the value and credibility of the authority he thus blindly quotes. If the school library, and the instruction given in connection with it, should do no more than impress these two elementary principles, upon the minds of the whole student body, it would go far towards accounting for itself as an educational means. That it may, and should, do much more than this is a proposition of which we do not see how the essential reasonableness may be gainsaid.

If the library is the successor and continuator of the work of the school, it is also its indispensable helpmate, and in its turn should ever work together, recognizing reciprocal responsibilities and reaping reciprocal advantages. For what, after all, is the utmost we can hope to confer on the great majority of those who come under school influence and training, and who in a few years, a very few years, are no longer scholars but breadwinners? It is not that we are able to impart to them much information that will help them in their lives, or endow them with culture, but that we can put them in the way of acquiring both of these; and this can only be done by enabling them to read. And by reading I mean, not that they shall be able to pronounce words and decipher printed pages, but that they shall be able to comprehend what is put before them and take it in no mechanical way, nor immediately and unquestioningly as they necessarily take in the words delivered to them from the lips of their teachers, but with a certain deliberation and reflection. This is to read intelligently—the only true and proper reading.

The public school teacher seems to me to be preeminently qualified by his position and the nature of his work to assume this duty. Every school should have for daily use of its pupils a collection of books of the distinctly reference order—encyclopaedias, handbooks, atlases, gazetteers, and dictionaries of various kinds, which are each of them separate libraries in themselves, and inexhaustible sources of information to those who know how to use them aright. But this is a knowledge that is acquired only by instruction and experience, and for that reason I claim a place for it in the education of the school. It is given to no one to know everything in these days, but it is possible to put it into the power of any one, by the proper use of such works as I have mentioned, to obtain quickly and unerringly all desirable information on well nigh everything that concerns life's interests. This is indeed to impart a good practical education, and it is one that can be acquired by all who are trained in the art of using rightly all such encyclopaedic and bibliographic aids to knowledge as I have just indicated. In this respect the public library occupies a special place in the educational world, exercising an influence which is increasing with the increase of the intellectual demands of the community. How great and rapid is that increase is now a matter of common observation, and that not only from the general rise of mental culture, but also and quite as much from the spread of scientific ideas into every sphere of industry and art. By reason of this it now happens that many of those who earn their daily bread in pursuit of these are impelled more and more to follow out new studies, and for them, or at least for the great mass of them, there is no school nor any university except such as is to be found within the walls of the public library. But if he has not learned how to use these books, a great handicap hampers him in his work.

No one has a deeper sense than I have of the weakening and bewildering effects on the ordinary human brain of an excessive amount of indiscriminate reading. But it is because of this very sense that I am prompted to ask for help from those who, by position and training, are best fitted to guide the reading of the multitude around them into right channels and to definite ends. Reading, save purely recreative reading, has its true place as an adjunct to educational work, and the shaping of it belongs of right to those who have the guiding of that work. Education we look at it here in a three fold view. The library in the school as a necessary piece of its equipment, its place in the normal school and the public library for all in school and out.

First as to the school library. This in its makeup should be not alone a collection of books, but in every sense a selection of books. Every volume in it should be chosen with a distinct and definite purpose in view. Two classes of use will be provided for—collateral and supplementary reading. The first may be used to further the acquisition of useful knowledge; the latter to cultivate the habit of reading, to cultivate a taste for that literature which will enrich, refine and beautify life. It will be made up of what may be called here, books of knowledge and books of power. There shall be in this library text-books the best of their kind, well written by those who are competent to speak, well illustrated by one or several hands whose artistic skill is undisputed, continually revised and kept abreast of the advance of knowledge, reference books, books of facts, handbooks, dictionaries, cyclopaedias and the like. The school library will have places for pictures, for maps, for lantern slides, for various kinds of illustrative material with well directed references where in other libraries or museums these may be supplemented and followed up. This material too, will need to be selected, not merely collected. As the various subjects are presented there will be different versions of the same material, expanded, illuminated, related. The child will thus be taught to look into the various authorities at hand and to know where and when to look further, to think and to weigh for himself. Given an incentive to read seriously and with a purpose, the child will, from the first, learn to turn to books as a delight, and not as a task. All this for the collateral reading. In the supplementary reading will be books of travel, of biography, of discovery, of invention, of description of men and places, of people and powers, of comparison and measure. When the child is familiar with all these, he will read between the lines of his text book of a hundred interesting things of which the author has not written one word. And to teach a child to use these books with intelligence, is to give him a power that will remain with him long after he has forgotten all the processes of cube root and the rules of the fourth declension.

The use of these books and material will enrich and enlarge the school course with the glow of romance and the warm touch of life. The choice and use of books by children up to 14 years of age when the faculties of reason and analysis are supposed to begin to assert themselves, should come under the province of the school, either directly or in cooperation with the special department for children in the public library. To the school the pupil should be accountable for what he reads and how he reads it. *From* it he should get the advice, the inspiration, the foundation of taste, which will make him a wise and careful reader and prepare him for the freedom of the public library under right conditions. He will have developed a knowledge of the simpler tools, indexes, catalogs, etc., and will have absorbed such a general knowledge of the use of books that the awakened powers of analysis will find ready a fund of book knowledge that will feed him until he grows

self-sustaining. He will know where to find the books he needs for pleasure or profit and will become acquainted with the sources of book distribution provided in the community.

Beyond and more important than the assistance which reading gives to the work of the school, is the formation here of the reading habit. If the child leaves school acquainted with a number of good books and a love for good books, he has a precious possession worth more to him than any study in the curriculum, something that will not only help him in his daily work but will throw a safe-guard about his leisure. The province of the school is to teach a variety of definite things, but the aim and end is the development of character. It has been urged that the public school should fit its pupils to earn a living. This demand ignores real education. The aim should be character, not livelihood. It should fit its pupils to live a life, not merely earn a living. A well lived life always earns a living. The school should teach handicraft to develop the intelligent and moral use of the hand, teach science to place the truth in its proper relation, teach history and geography not to make commercial travelers, but, all these things, to enable the pupil to look out over the whole world and see it crowned with life and beauty.

To those of us who recall the furtive reading of an interesting book behind our large "goggerfy," the following view of a prominent school superintendent is interesting as an indication of the distance we have come:

"It is scarcely necessary to enumerate benefits to the pupils in the schools to be derived from more intimate relation with the public library, yet I am sure that its value is not sufficiently appreciated by the public. Otherwise more active interest would be manifested and larger appropriations granted for this work. Even the school teachers I fear sometimes allow the multiplicity of details of school work to obscure these broader interests of the pupil's thought life. In the complex industrial and social life of today the demands made upon the school have become excessive and often unreasonable and teachers and school authorities often shrink from assuming new responsibilities. It would be a mistake, however, to assume that the introduction of abundant reading matter for the general culture of the pupil would prove a burden. On the contrary I believe it tones up the general intelligence and intellectual acumen of the pupil and consequently improves the quality of his work in the set subjects of the curriculum. It is a maxim in the work for social betterment that 'the way to keep a boy out of evil is to keep evil out of the boy.' If his leisure hours are filled with reading good books instead of idleness and loafing on the street corners, if his mind is occupied with thoughts suggested by wholesome literature, he is better protected from evil than he would be if an army of policemen guarded every street and alley. Although the benefits from the school library often fail to reveal their source to the superficial observer, they are none the less genuine and important and they have a function which the school as at present constituted and equipped does not and can not perform."

Statistics show that only 10 per cent of those who enter the primary grades of the public school ever reach the high school, and not all that 10 per cent go through, and shall we call even those educated? Where are the other 90 per cent? What shall be done for them? Not all leave the school voluntarily; stern necessity often makes a breadwinner of him who fain would follow paths of pleasantness in the field of learning. Lack of judgment on the part of the student, but more often on the part of the parent, sends out another who has not tasted of the "Sweet food of sweetly uttered knowledge." But for both alike some provision should be made for the days

that will follow, when like the wanderer of old, they will come to themselves and learn that life is full of opportunities for those who are ready to meet them, when they realize that for them "books are the most steadfast friends." Education does not consist of a store of accumulated knowledge gained in a few years coning of text books. It is a process that continues through life and through every phase of life. While there may be room for a vain regret to always linger, that no college or university has given one the right to claim relationship on account of degrees conferred for accomplished work, still every day's experience proves that not all the best minds have received their training, not all the results attained in the broad field of life's battles have been the result of matriculation in the higher institutions of learning.

It is not the contents of the text-book which one uses in school that serve the purposes of life in the real business of living. These things for the most part serve only as a means of discipline or drill by which the power of the mind is developed. Other things may take their places, and very often do. But when a taste for reading has been awakened by one appeal or another, to the curiosity, to a taste, to a desire to accumulate knowledge, to an ambition to excel, whatever it may be, the turning point has been reached in the career of that individual. Life never again means to him what it did before. If at this time books easy of access are within the reach of that individual his limitation is bounded only by eternity and the edge of infinity. The whole world of letters, art, science and religion is open to his touch.

To the public library of today belongs a large share in placing before those upon whom it will rest to take up the burdens of the future, the material that will help to prepare them for the work. But to the schools belong the work of arousing the interest that will bring them to the library. The public schools in the past were enough perhaps for the work which was in their day to be done, but the day and times have greatly changed.

No longer is the pouring-in process the measure of the teacher's activity just as a keeper of books is no longer the true position of the librarian. Teachers are expected now to be living, vital, spiritual men and women, intent on not how many facts can be crammed into the minds committed to their care, but rather to develop within the living soul an appreciation of truth wherever found in science, religion, history, art or literature and to create the divine unrest which shall lead its possessor to seek the fountain sources of the best products of the best minds of all ages. He can not do this without the cooperation, sympathetic and unbounded, of the librarian, and those schools which are showing the best results in turning out well equipped thinking boys and girls are those which are in close relation and close proximity to the live, up-to-date, active public library. In vivid contrast to the mental pictures which many of us carry of our school-day tasks in history, geography or literature, is the groups of boys and girls in the room of the public library prepared for their use, with the teacher, or special attendant, giving them the beautifully illustrated volumes relating to the ancient manners and customs, or the beautiful pictures of the places of interest in the world, creating distinct ideas of what the study means, talking of why ancient rulers and people arose, ruled and ruined, and drawing therefrom wisdom for their own day. All this is now the custom rather than that of setting the task of committing the bare facts like so many bones of a skeleton stripped of every vestige of life and light and intelligence. Horace Mann said if a boy read of the friendship of Damon and Pythias, the integrity

of Aristides, the perseverance of Franklin, the purity of Washington, he will think differently all the remaining days of his life.

To those of us who are entrusted with the direction of public thought in this era of mental activity, the question of the channel through which the mind shall act is an all important one. On those of us who enjoy the privileges of living in this day and age in the best part of this great middle west teeming with life and energy, with spirit and hope, possessing a glorious heritage from the best of clear brains and sound bodies, there is a responsibility resting to show large returns and in giving to our day and generation in the same measure as has been given to us. And now that the material stress is well nigh over, and we are passing out of the period of foundation and physical development and are entering upon an era of intellectual activity and culture, as society settles down to a condition similar to that of old communities, more and more, attention will be turned to study, to reflection and to literary effort, and society will demand in the future a broader culture, even in small communities, than it has required in the past.

The problems which confront the people of today require a strength of intellect, a knowledge of the past and the demands of the future, a mind trained and equipped to meet the conditions of an intellectual development the like of which has not been known before, the day of mere physical power and endurance has gone by.

The education which was well enough a generation ago will not satisfy the need of a generation to come. As the knights of old went forth armed and clad with armor to meet the enemy who threatened his domain, or the power that was used for the ill doing of mankind, so the youth of our day must go out in this world of the 20th century not essentially different from the old day except in so far as more knowledge has made more power, and he must be clad with the knowledge of the world's progress and needs so that as opportunity arises he may be ready to take his place, sustain his part, defend his inalienable rights, with a knowledge that will make him a power for good.

The library of today as a working force is such a different thing from what it was even a few years ago, that only those in the trend of literary work realize what a powerful engine for good it has become.

The library of the past had only a very small part in educational matters, but today it is by far the most far-reaching and powerful of all the forces at work to bring the benefits of a liberal education to the great army of wage-earners who can not go to the colleges and universities, but must have them brought to them.

Instead of being the great storehouse for education, the library has become the great fountain of knowledge whose streams feed every attempt to develop and train the human mind and better the intellectual condition of mankind.

There is with each of us, as I take it, a somewhat lofty spirit that impels us to try and do some little good in our day and generation, and that not from any hope of reward or glory, else our labor would be in vain; but from the desire that some few of those about us may be made wiser and happier. If we have this spirit then, in casting about for an outlet, we shall assuredly do well to remember that we can confer no greater or more enduring boon than a taste for good books, and the capacity to read them aright.

The discussion of this paper was opened by Miss G. Quigley, Children's Librarian of the Grand Rapids public library.

* It is a matter of regret that Miss Lymans' paper on "The characteristics of a good story" was not available for publication.

Miss Quigley: It seems to me that all I can do is to say over again a few of the many good things Miss Lyman has just told us.

Primarily, the object of the story is to give joy, for the story is a work of art and its greatest use to the child is its everlasting appeal of beauty by which the soul of the child is quickened to new preceptions. Miss Lyman names for us three or four stories which are prime favorites with the children and why—for the simple reason that "much happens" in these stories. Every step in the story is an event. There is no time spent in explanation and description. The stories tell what people did and what they said. There are no gaps and no complications of plot. You will also notice that each event presents a distinct picture to the imagination. The elements, then, of which these stories are composed, are very simple. This same simple progressive action may be found in the myths of the Norseland. Simplicity is the key note of all these stories. To sum up, we ought to find in a good story these three characteristics—action, familiar images, and some repetitions.

In order that we may develop an atmosphere of beautiful thought, let us also tell some of the famous stories found in the world's great literature. The myths, fables, fairy tales, as well as some of the great poems all contain untold treasures for the child. Let us tell them that they may give joy. After the story has been told do not begin to dissect it. When you do that you have robbed it of its beauty. A few days ago a teacher told me this story—"One day I said to my pupils—When you get your work done I will tell you a story. The children did not seem to enthuse very much and finally a small boy said, 'Do we have to write it?' 'No, not this time,' was the reply. The children were happy; they were to hear a story and not be obliged to reproduce it for a language lesson the next hour. Let us tell more stories that give joy, more stories just for fun. Too many stories of the information order are told.

It seems to me that if we will only tell some of the stories from the world's best literature the children will surely be growing up under the influence of high ideals, and these high ideals will have the same effect as did the Great Stone Face, which the boy saw each morning from his cottage door—it expressed to him that which was best in human character.

A PLEA FOR INSTRUCTION IN THE CHOICE AND USE OF BOOKS.

PAPER READ BEFORE THE HIGH SCHOOL SECTION OF THE M. S. T. A. BY
FLORENCE M. HOPKINS.

It is a happy day for the Michigan Library Commission when it has been recognized by the Michigan Teachers' Association as an educational factor to be seriously considered by the teachers of the State. The school and the library are destined to draw closer together as the field of education broadens. Their relationship has already been nationally recognized by both the American Library Association, with its School department and the National Educational Association, with its library department. The education of the future will come almost as much directly through the library, as through the schools. The library is already trying to reach those who

cannot, or do not care to take the path through the schools; its claims for scholarly and sympathetic understanding and management are increasing yearly. The degrees of Bachelor and Master of Library Science are scarcely known to those not directly interested. The best school for library training, at Albany, N. Y., now admits only college graduates, and requires two years of post-graduate work before granting the first degree. Special training for a children's librarian is beginning to be demanded, and, some day, will be as generally expected as is now preparation for kindergarten work. Our hope is that library boards and boards of education will recognize the desirability of introducing into the high school curriculum a course in the choice and use of books. The subject is, as yet, unformed and vague, but that it can come before a body of high school teachers for discussion is a bright promise.

No high school should be willing to send its pupils to the university without giving them the power of self-direction in the use of ordinary reference tools, such as a card catalog, indexes to sets of books, periodical indexes, or even the intelligent use of an ordinary dictionary with its appendix. If the high school pupil who is to continue his education under direction in college, needs this training, how much more valuable should it be to the pupil whose guidance ends with his high school course, and who must be wholly dependent upon self-direction for his future education. The helplessness of even intelligent people to use a library independently is a common complaint among all libraries. A very slight effort on the part of our high schools could do much toward remedying this defect.

Could a more valuable tool be given a young person, desiring an education, than the intelligent use of any library which may be at his hand in his future life? And where could a person fitted to give such training be placed to better advantage than in a high school? There the cooperation of a great system could be utilized, the interest of teachers generally secured, and an unconscious familiarity with the use of books be gradually built up. If nothing more than a homelike feeling among books were the result, a very great power for pleasure and profit has been gained. Our public libraries are making a great effort to give this opportunity of handling books to as wide a range of patrons as it is within their power to reach. Branch libraries, open shelves, delivery stations, supplementary reading sent to schools in graded boxes, etc. are so widely scattered as to cause teachers to complain, often justly, that the pupils have too much reading rather than too little. Whether or not it is an advantage to live near a circulating library, depends, as every thing else does, on the person. Too much reading is an evil to be guarded against with almost more rigor than too little. Dissipated power has no more force than inherent weakness, and the first is a sin while the second is a condition. One illustration will serve to make plain my point: An unusually bright high school boy, having free access to a convenient branch library, with open shelves, became enamored with the current novel of the harmless Janice Meredith type, and spent all of his spare time in reading of this character. One of his teachers, discovering his ability and his habits, told him that he could easily take up another study with the time he was spending in such useless reading. After much persuasion he followed her advice. Later, in his college life he had great reason to be thankful for the wise penetration of this teacher. Again comes the plea for some one competent to train the pupil in the choice of reading, in the method of handling a book for reference, in a taste for the best. Once develop a taste for really good books in a young person, and he is as immune against the current novel

or the padding of the newspapers or magazines, as is a cultivated ear for music immune against the rag-time tunes of the street. Teachers will say that work in literature and history are doing this very thing. So they are, to be sure; but while one pupil may be taught to so love his Wordsworth, as to be forever protected against an Alfred Austin, another pupil may be longing for some insight or inspiration on a subject not taught in the school at all, and the satisfying of which might lead to his life work. Biography has proved to us, over and over again, that the best is apt to come through some such avenue, and not always, by any means, through conscious direction.

Might not rich returns be the reward of a course of lessons, required and credited, in the handling of good books, most carefully selected, without set readings, simply browsing among them, with no more definite aim than that of enlarging the pupil's horizon, or of impressing him with the power of self-education and direction along the lines of individual bent? Such work would give the student the advantage of having at least one study which would be free from the academic, forced through no ruts of another personality, and would offer a large probability of discovering what the real taste of one's nature was, if it had any strong bent. Some universities are now offering what they call "Enjoyment courses,"—are not these the real culture courses, and if so the real educational courses? Fact is not all of education; atmosphere has quite as much value. Of course such a privilege would have to be carefully guarded, but so do all school interests. Is it not time that our schools gave serious thought to the good pupil, who really wishes to make the very best use of his time, and give him opportunities to go beyond the standard demanded by the lazy or troublesome boy, or even the stupid pupil? The danger, however, is not always on the side of the pupil, there is quite as much from the teacher or librarian. Not long ago, I heard of a teacher in one of the Chicago public schools, who announced to her eighth grade class in United States history, who were learning for the first time of Burgoyne and Cornwallis and Bunker Hill, that she had no respect for the pupil who did not consult a least four different books in the preparation of the lesson. Frequently in my work, I have questions from young, immature high school pupils, who scarcely know the leading historical events by name, something like the following: Was the reformation directed against creed or form? Which was the more profitable, a short article on the development of the papacy, slave or free trade? How many words did Gladstone have in his vocabulary? Why does a dog bark? Or, the date that Moses went up Mt. Sinai, as a reference to interpret the allusion in Lowell's beautiful poem, *The Vision of Sir Launfal*,

"Daily with souls that cringe and plot,
We Sinais climb, and know it not."

Better no library, and a good text-book, than such assigned lessons, or such an impression of the place of a library in education. But because an opportunity may be abused by some, should it therefore be withdrawn from all?

One side of the many possibilities of a high school library, has been experimented with, in a limited way, in the Detroit Central High School. An effort has been made to train pupils in the handling of reference books, by teaching a few general, simple principles of indexing, cataloging, etc. The plan of this work is exceedingly simple, and the practical working of it out possible for almost any school. It does not require as much time as would at first seem necessary, neither does it require a large library. If the school possesses nothing more than a Webster's Dictionary, it would more than pay to spend an hour in learning the reference power of the ap-

pendix, and how to use it quickly and intelligently. Almost any English teacher would be glad to give an hour to the subject, for it would rebound in the pupil's ability to look up desired dates, abbreviations, phrases, and general allusions in her own work. The publishers of Webster's Dictionary have prepared for our school a little pamphlet of sample pages of the appendix, which serves exceedingly well as an illustration of the full dictionary.

In our school the work is graded to correspond with the regular grading of the English courses. When we began we had eight courses, but owing to a change in the English work, we have now only six. Library talk, course one, is given to all pupils taking English one; course two, to those taking English two, etc., throughout the six English courses required in the high school curriculum. To illustrate: all pupils who are enrolled in English one, reciting the first period Monday, for example, are united at some convenient time during the term in a single section for the library talk. Books illustrating the points to be explained are transferred to the room, and forty-five minutes given in an attempt to make clear a few principles of indexing, etc. The class is then given a set of printed questions to be looked up in the library for the next lesson. It therefore becomes necessary for each pupil to handle the books explained. These questions are given to the English teacher at the next recitation, are gone over in class, and credited as a required lesson. The work thus becomes systematized, is required, and a certain independence on the part of the pupil in the use of an index can be assumed.

The points explained and illustrated in course one are: The use of a simple index; different indexes in the same volume; index to sets in more than one volume; use of a concordance; index to an atlas; city maps; street guides; and Poole's Index to Periodical literature.

Course two illustrates and explains the use of a card catalog and the general arrangement of books upon the shelves, together with such reference books as the Century Cyclopaedia of names, Appendix to Webster's Dictionary, Brewer's Reader's Handbook, classical dictionaries, Lippincott's Biographical dictionary, Gazetteers of the world, etc.

Course three is mainly devoted to indexes of current magazines, through the Reader's Guide, the Annual Literary Index, The Library Index, etc.

Course four is devoted to annuals, such as the World's Almanac, State-man's Yearbook, Who's Who, State manuals, city reports, etc.

Course five gives a brief explanation of some of the reference books of the U. S. Government, such as, the Abstract of the Census, the Congressional Directory, Statistical Atlas, Labor Bulletin Reports, Document Catalog, etc.

Course six is a review of the preceding courses with drill work in the use of all books in the previous talks.

The following are a few sample questions, given in course six, the last course, to pupils just completing their third year of high school work:

In what books would you find references of the following general character?

Who is the present governor of Ohio?

Two sources for characters in fiction.

Present members of Congress.

Abbreviations.

Portraits of prominent men published in magazines.

Authors of familiar quotations.

Brief life of prominent living men.

Condensed report of the last census by table.

Condensed report of the last census, by color.

Name good reference books under the following heads:

Classical dictionary.

Gazetteers of the world.

Recent encyclopaedias.

Atlas of the world.

Three sources for familiar allusions in general reading.

What are indexes for material of the following character?

Magazine indexes; current numbers; magazines of earlier issue; yearly supplements to the last.

Index to a library.

Index to novels.

Catalog of good books on leading subjects.

Current events.

These questions with others, were given the last time to 190 pupils. The average per cent of the class, after careful correction, was 94 per cent. The average number of minutes required for doing the work was 22. Forty-two pupils were 100, and only four were below 80 per cent.

When results of this grade can be secured, without overwork, by giving for it, only one recitation period a term, two hours a year, six hours, one week and one day, in three years, it would seem that the work is well worth doing and that the experiment had proved its right to be accepted—and that the average pupil of high school age, is perfectly capable of grasping, and using to advantage, simple reference principles. Almost any high school could do this work, even if it does not have a separate library. The price of books used in the outline, exclusive of encyclopaedias and dictionaries, does not exceed \$100. If the school cannot afford the books, no doubt the public library of the town could be interested; indeed, in many towns, the public library takes the initiative, and begs for the opportunity to work with the pupils.

The value of work of this nature, appeals more to the bright, alert pupil, naturally, than to the plodding, text-book nature, who is apt to find it more or less of a bore. The need of it is seen more from the librarian's point of view, than from the teacher's. The teacher generally deals with a definite subject, with definitely assigned tasks. The librarian sees the helplessness of self-direction and the need of education in the use of ordinary guides, and simple indexes.

A number of normal schools are now beginning to require a certain amount of training in the use of a library, in reading of children's books, etc., before granting a diploma. A special pamphlet in this subject was prepared last year by the library department of the N. E. A. In the preface of this report, the committee suggests that "Not less than ten lectures or class periods be given to this work, with two hours practice work for each period, 30 hours in all." And adds that to "Double this time would be better." The body of the report claims that "Instruction in the most efficient use of a library should form as important a part of the curriculum as instruction in language or history." The report further claims that "such instruction will exert more influence in the pupil's future career than any two subjects in the course of study." "The library rather than the school," the report continues to say, "makes possible and probable, a continuation of intellectual activity and progress after school life is finished."

From another report by the Oregon Library Commission, on "What a School Library Means," please permit me to quote the following: "When we consider how much of the education that is continued after school time is over, depends upon the right use of books, we can hardly be too emphatic

in asserting that something of their use should be learned in the schools; yet absolutely nothing of the sort really is learned. The average student in the high school does not know the difference between a table of contents and an index, does not know what a concordance is, does not know how to find what he wants in an encyclopaedia, does not know that a dictionary has very many other uses beside that of supplying definitions. If the school library, and the instruction given in connection with it, should do no more than to impress these elementary principles upon the minds of the whole student body, it would go far toward accounting for itself as an educational means. That it may and should do much more than this, is the proposition we have sought to maintain, and we do not see that its essential reasonableness may be gainsaid." "Teaching not as educating, but as the setting of the young in the way of education, as starting them on a course of self-culture, which they will pursue to the end of their lives, with no willingness to turn back."

Miss Hopkins' paper was discussed by Miss Agnes Jewell, assistant librarian of the public school library, Adrian, and Miss Lucy A. Sloan, head of the department of English, Central Normal School, Mt. Pleasant.

Miss Jewell: "I don't like crackers and I'm glad I don't for if I liked them I'd be eating them all the time, and I don't like them." That is the attitude of the average student toward the card catalog, the magazine indexes and the various keys which unlock the golden treasury of the public library. They don't like reference books and they are glad they don't for if they liked them they would be using them all the time and they don't like them. To them the card catalog is not an index to the library, but an obstacle set up by the librarian to prevent them from getting to the books themselves.

This need of systematic instruction is much more evident to the librarian than to the teacher. You send a child to the library to look up about Damon and Pythias. You are satisfied if he reports next day. You know that he found the material, the librarian knows that along with some fifty other youngsters, each with a different want, he plunged into the library at three o'clock and that while she was bringing order out of the seeming chaos he was wandering aimlessly from one book stack to another and that finally when his turn came she found him in the history section turning the leaves of a history of New York because he knew the events occurred in Syracuse. You think he *used* five minutes looking for the material, the librarian knows that he also *lost* half an hour and that doubtless he chased that half the rest of the day and never caught up with it.

"Yes," you say, "but there is a culture which comes with the mere handling of the books themselves." He loses something when he goes to Brewer's Readers' handbook for a review of the book he is supposed to read. True, but there is also a satisfaction in getting the greatest amount of information with the least expenditure of time.

If the student is to use the library long years after his school life is over, if, as Mr. Dewey says, "the library is a tool with which he may carve out an education," then it rests with us as teacher and librarian to determine how good a tool we place in his hands. It is not enough that you teach the boy to understand Lowell; it is not enough that we help him to find how and when and where Moses climbed Mt. Sinai; together, we must teach him to love good literature with a soul that neither cringes nor plots.

Over in a neighboring town the matter of paving was being agitated. A German in the council thought he saw an opportunity for his countrymen to secure a needed improvement in their ward; and, to that end, he made

his maiden speech before his fellow aldermen. He said: "Us Germans must together stick, together we must stand side by each, our heads we must together put and a block pavement make."

Miss Hopkins has not come with a pet theory but with a definite plan well worked out. She doesn't think it may be done; she knows that in Detroit it is done. If, as she says, it takes but a few hours each year, shall we not "our heads together put" and give it a practical test?

Miss Sloan: What both librarians and teachers are seeking is to find and do the thing that shall be of the most help to the student. Miss Hopkins has set forth very clearly her belief, arising from her experience as a librarian, that even a small amount of training in the use of the so called library tools would be of great help to them, whether they pass from the high school to higher institutions of learning, or go directly out to their work in life. She has given many of the reasons which lead her to believe this work so necessary, and has shown a definite way in which some of it may be done. A paper coming as this does from actual experience, and suggesting so clearly a helpful line of work is valuable for us all.

It has undoubtedly been too freely assumed by teachers in general that in their ordinary contact with books in the library and elsewhere, pupils would absorb enough of this knowledge to meet their actual needs. But the fields of human knowledge have rapidly broadened, the making of books has multiplied to an astonishing degree. The art of handling, arranging, and dealing them out is a profession in itself requiring years of training. The library, on its informational side, is a great reservoir of strictly classified knowledge. He who would taste the "Pierian spring" must first be sure that he knows just the kind of information he wants, and then tap the channel which leads to that particular well-spring. Information of one kind, as of persons, comes through one channel, that of another sort, as of places, through another. Reference books, general and particular, yield their stores readily only to the trained hand and brain, he who seeks the stores of up-to-date information to which Poole's Index furnishes the cunningly-warded keys, must either have a wide knowledge of magazines to begin with, or else consult frequently the key to their abbreviations. In the awe-inspiring presence of these masses of information and the rather intricate channels through which they must come, even the trained and self-reliant intelligence must concentrate itself to a determined effort. Librarians could, if they would, tell tales of pedagogs themselves, of helplessness, time wasted, and odd mistakes in attempts to get at some particular piece of desired knowledge. The teacher, too, may be supposed to go to the library with a clear idea of the particular kind of information he wishes to obtain, and an anxiety on his own part that it shall be accurate and quickly obtained. The high school student usually goes at the direction of some one else, and frequently has vague ideas of just what he is expected to find out. Of course he wastes time, gets meager results, and worst of all, gets a dislike for library research.

A class of 50 students, most of them high school graduates, a few of them with a year of college work after high school, many of them with a year or two of experience in teaching, and all preparing to teach, had occasion to make themselves intelligent regarding the meaning of these lines from one of Whittier's poems.

"The turf's red stain is yet undried,
Scarce have the death-shot echoes died,
Along Sebago's wooded side."

With the idea of ascertaining whether they knew the most sure, reasonable

and direct place to get information about Sebago, they were asked to tell what they found out about it, where they looked for it and where they finally found it. One of the class happened to know without looking that it was the name of a lake in Maine, eight went to the best source of information, Lippincott's Gazetteer of the World, twelve to the next best source, the gazetteer of the dictionary, the others groped about in encyclopaedias, atlases, geographies, Brewer's Readers' Handbook, Whittier's complete poems, six reported themselves unable to find it at all even after search, and one of the flock went completely astray in the fog and discovered Sebago to be a governor of some islands near Scotland. The same thing tried on these lines from Snow Bound,

"Whereof his fondly partial pride,
The common features magnified,
As Surrey hills to mountains grew,
In White of Selborne's loving view."

showed practically the same results. Such information as was obtained was gained through round-a-bout and time wasting processes. Ten or fifteen questions, the answers to which were all in Webster's dictionary, sent them on a laborious search through encyclopedias and handbooks, most of them being unaware that the information was all given in the dictionary.

All of which goes to show that through lack of having our attention called to it, we have been placing our students at a disadvantage, and causing them to waste time.

An experienced librarian says, "Students come to the library with such vague ideas of where to look for information that they waste hours without accomplishing anything. If some definite class of instruction could be given in the high school in the use of reference books, catalogs, etc., it would be a distinct gain for the student. They learn to use the card catalog very quickly, but when they are confronted with a whole case of reference books, they pull out one book after another at random, turn the leaves vaguely looking for the information they desire, then give up in despair."

It is more than probable that the too-well edited English Classics may be partly responsible for the difficulty students have when face to face with the classified reference books of the library. In their classics they are accustomed to finding all sorts of allusions, historical, scriptural, geographical, classical, explained for them in footnotes, and they go to the library apparently expecting to find there miscellaneous volumes of footnotes, alphabetically arranged.

The teaching of English in the schools has sometimes been accused, perhaps justly so, of indefiniteness. It would be singular indeed if it were not indefinite in view of the various arts and crafts that the teaching of English covers.

It is related of Holmes that in the earlier days of Harvard, when even a Harvard professor had sometimes to teach more than one subject, or at least more than one phase of a subject, some friends congratulated him on occupying a chair on the Harvard faculty. "Oh yes, my friend," said Holmes, "much more than a chair, I occupy a whole settee."

So, fellow teachers of English, here seems to offer a golden opportunity of adding another section to our settee, and giving at least a few very definite and helpful lessons. Two rewards well worth having seem to offer themselves for the work—one is the possibility of relieving the boys and girls of confusion, embarrassment and discouragement, the other in lessening

the difficulties of one of the most difficult parts of the study of literature, namely, the gaining of an illuminating knowledge of its setting, historical background, and allusions.

Either of these rewards is well worth having, and if here really offers an added opportunity to serve, I am sure that we have enough of the true teaching spirit to hail it with joy, for of the true teacher it may always be said:

"They keep step with progress
From duty ne'er swerve,
With this their proud watchword,
I serve, and I serve."

The excellent paper read by Professor C. H. Gurney, of Hillsdale College, on "The college student and the college library," was not available for publication. Professor Gurney argued for a more systematic use of books and helps within the student's reach. To get anything out of books the student must use them, compare them, and trust them; books are tools, and high schools and colleges are the place to learn to handle them.

REPORT OF THE MEETING OF THE LIBRARY SECTION OF THE STATE TEACHERS' ASSOCIATION AT BATTLE CREEK FRIDAY, OCTOBER 25th 1907.

The meeting was called to order at two o'clock in the Assembly Room of the Willard Memorial Library by Mrs. Mary C. Spencer, chairman. Mrs. Spencer made a few remarks as to the important place the library question had on the program, this being the first time that such a section meeting had been held in the State; that there was every reason to think the innovation was welcomed by the teachers of the association. She then resigned the chair to Mr. S. H. Ranck who spoke of the pleasure the State Association of Librarians had in welcoming close affiliation with the Teachers' Association. "The school educates the child, the library furthers this education. The school teaches the child how to get ideas from the printed page, the library furnishes the printed page, and aids in this understanding."

Miss Ahern of Chicago, editor of "Public Libraries" was then introduced, and read a paper, "Place of Library in School Plans." A few extracts are given:

"It was unknown for a long time the help the libraries could give the schools; but teachers are awakening to the fact and text-book teaching is becoming a back number. The responsibility of education does not rest on schools alone; but associated with the school are the home, the church and the library. To correlate all these influences to make the child's life a unit is the hard problem. Books and their choice belong to the child's mental life and the library enters as a factor."

Miss Ahern then considered the library in three phases. "First, the library in the schoolroom, not only a collection, but also a selection chosen for the purpose of collateral and supplementary reading. This collection should contain pictures, maps, lantern slides, books of knowledge and books of power that will teach the child to think and act for himself and to turn to books with delight. This power will remain with him after educational processes

have been forgotten. The aim and end of all education is character. That is the problem of both school and library, to teach a child to live a life, not merely earn a living.

"Second, the normal school, which is the root of the whole matter. To carry out the foregoing the public school teacher must understand. The normal library should contain all that the other has, and more. It should have a model children's library with which the students should be intelligently familiar. Indiscriminate use of books has often been a ground of complaint against teachers. Teachers themselves should have read and enjoyed the best of the children's classics, and also books about children which will give them a better insight into childhood. It is through a teacher's influence that the children should learn to read books and the best books. Therefore normal schools should give place of importance to study of children's literature. The text books with their value for knowledge and the general books with their value for character, also what constitutes a book, how it is made, the paper, cover, title pages, indexes, etc. should be studied and understood. They should know what books are in the world, how to procure them and use them, and have an intelligent care in choosing friends among books.

"Third, the public library, which is both these and more. It has a broader, deeper and higher extension in offering to every man, woman and child the means for a university education. The librarian should be in close sympathy with all the schools; and it is well that the school libraries should be branches of the public library, which is in the position to take charge more easily of the necessary routine, mending and rebinding. 'This extension of school system at public expense adds to the intellectual wealth of the community,' says Mr. Dana."

The discussion was opened by Supt. E. P. Cummings, of Lansing, who spoke more on the general topic than on the points mentioned in the preceding paper. He said, "Teachers and librarians play an important part in an immense work among all sorts and conditions of men. With these, opportunities to commune with the best thoughts is very necessary; and laboratories of every kind should be used to their greatest extent. There should be intimate connection between librarians and teachers with a careful study of books. There are several methods of using the library which may be mentioned for general discussion. First, the direct use of the library itself, where there should be a proper supply of suitable books, not only the best books, but books that will interest the boys and girls, and which will lead them up to better reading. This, to a certain extent, is necessary to any library, or the possibilities for good are not as great as they otherwise would be. The books should be available on open shelves if possible.

"Second, the use of branch libraries situated near the schools. These books should be carefully selected by the branch librarian who should keep in touch with the teachers." Supt. Cummings then gave some statistics in regard to the use of the branch libraries in Lansing.

"Third, the use of grade libraries. This selection should be made with the greatest care; different grades should be furnished with complete sets. Teachers must see that the books are discussed by the pupils." Results of tests made in Lansing on these grades libraries, were read, showing clearly the good effect the libraries had had on the reading of the children. Upon the conclusion of Supt. Cummings' talk, Mr. Ranck spoke of the school library plans of Grand Rapids. In that city every new school building has a regular

room set aside for library purposes which is also for the general use of the neighboring public.

Miss Edna Lyman of Oak Park, Ill. was introduced and read a paper on the "Child and the Library." She said in substance. "The work is hard to define. The attitude of the public library toward the public has altered and it now makes the first advances and has become an important factor in social betterment. In the children too it inspires a love for books. What we make the children love and desire is more important than what we make them learn. First we must teach them to use the library and then to know and love the best books.

"For right influence of books there should be freedom in their use; but the library's effort is to take the middle ground between allowing a child to browse as it pleases and dictating every book to be read. We should have a wide range of choice in realm of subjects and keep the standard of quality high. One of the chief purposes of the children's department is the education and cultivation of fine tastes and the fostering of love of the best books. For this the library needs the cooperation of the home and the school. Failure of parents and teachers to do their duty makes the work harder and less effective; but compulsory reading does not give the same results as voluntary, and the advice should come from a comrade, not a dictator. For this there must be personal contact with the children in order to gain their friendship. The librarian must also know the characteristics and qualities of her books. She will then be able to see connecting links, she will understand what appeals to a child in a certain book and be able to find the same quality of attraction in another and better book.

Discrimination in pushing and introducing books must be used. For this there are two methods, the purpose of which is the same; the picture bulletin more likely to be bad than good, and the story-hour. The story-hour is comparatively new in libraries and is a good thing if a good grade of storytelling is upheld, drawn from classics and standard fairy tales. In the work with the schools, visits should be made to the schools, sometimes stories told to excite interest, pictures and supplementary reading should be supplied; and, wherever necessary, the librarian's knowledge of her books should be utilized.

"And in all one's endeavor one has for satisfaction and reward the growth and development of the minds one has in charge and the warm companionship of the children themselves." Miss Lyman interspersed her paper with many incidents and personal experiences that added greatly to its interest and value.

Miss Mary Conover opened the discussion by speaking of the necessity of teaching the child reverence for books as precious and worthy of all care. She also thought that librarians were too impatient with the child's development, and tried to make him read what he could not yet thoroughly understand and enjoy. "A frequent point of contact with a child comes from that desire of a child to make and do things. It is certainly very desirable that such tastes should be gratified; and lack of material of that sort for the girls has been a long felt want. The power to use one's own faculties is very necessary to everyone; and this should be considered in all work with children. The atmosphere of good children's stories is their most beneficent quality. Technical work may be compared to roadmaking; and the children's road should be kept in good order, as it leads to this treasure house of books where we give the best we can, the best the child can receive and the best we can make the child desire."

Mr. Gould, of Pinconning, asked Miss Lyman if she would place W. J. Long's books in the library. Miss Lyman replied, "Yes, not as science, but as literature—not stories." Miss Conover remarked that the children cared more for Seton's books. Mr. Gould answered that he thought Mr. Long was way ahead of most of his detractors. Mr. Wallace of Hastings suggested that the grade libraries sent to the schools be offered in sets that there might be enough, also that there were usually not enough books for reference use among them. Miss Quigley of Grand Rapids asked Miss Lyman if she approved of admitting grown people to the story-hour. Miss Lyman answered that she thought it a mistake to admit grown people to the story-hours, that it changed the atmosphere and did away with the factor of companionship.

Mr. Ranck, in a happy little speech acknowledged Mr. Dewey's many services to the libraries of the country, introduced him as the next speaker. Mr. Dewey said:

"This is the day of greater libraries. A generation ago, the reference librarian, the catalog, the children's room, pictures, work with the schools, were looked at askance. Still with all these there are a few movements, tendencies we should watch and anticipate. First, care for the rural population. They need and can do most with good reading; and yet, less than one percent of library gifts went to the rural parts of the country. The world is learning the desirability of getting closer to the soil. City life has become more dangerous, business transactions keep up too swift a pace. People under the strain of our modern life are buying farms and placing their homes outside of the cities. The rural free delivery, the telephone, the trolley, the traveling library all help to make such residence desirable. The librarian should recognize and use this tendency." Mr. Dewey sounded strongly the danger of overworking, asserting that physical health was the first requisite of efficient service and therefore care for that the first duty.

"Second, besides this tendency toward country life there is a musical tendency to be noted. The pianola and other mechanical musical instruments make it possible for all to hear and enjoy the best musical compositions. To supply these is as much in the province of the public library as the picture work now being done and is as greatly needed. Many persons think that they appreciate music when their auditory nerve is pleased with a succession of harmonious sounds. But let them understand the spiritual side of music and their pleasure is a hundred fold greater and their taste better. The average boy does not care for a great picture, he would rather hear a hand organ than a Beethoven symphony; but seeing and hearing better things he grows in appreciation." Mr. Dewey then showed a musical repertoire made up on the A. L. A. catalog plan with the name of the composer, short biography, list of works, appreciative and critical notes. He told how this might be used in preparation for concerts and for reminiscence afterwards if the music could be easily procured at such a place as the public library." It is a whole world to annex and comes within our province just as properly as pictures, novels and poetry.

"Third, there is the new movement for home economics. This does not mean food, shelter, but a scientific study of the home. Most universities have made appropriations for this science, and have established chairs; the movement is growing. The home has a vital connection with the library in recreation, in education, with books and pictures and music, therefore the library should be prepared for this new movement."

Mr. Dewey made several other general suggestions, speaking of the desira-

bility of young readers keeping an outline of books read, also praising the book mark idea, the bookmark to contain apt quotations. In regard to the work with the schools he considered that the two should work together but never under the same administration; as, to do effective work, each must consider itself the more important. "The library and the school then should be two organizations, under two boards, each deserving public support, uniting in the work of education and each year coming nearer to their ideals. All cannot be accomplished at once but when the right moment comes be ready to take advantage of it. The man or woman who cannot see far ahead is not safe for a leader."

At the conclusion of his address a number of children were brought up from the children's room and Miss Lyman told them a Robin Hood story that received much appreciation from the adult part of her audience as well as being thoroughly enjoyed by the younger ones.

This closed the session of the Library Section.

ELIZA E. TOWNSEND,
Secretary.

THE CHILD AND THE LIBRARY.

PAPER READ BEFORE THE LIBRARY SECTION OF THE M. S. T. A. BY MISS
EDNA LYMAN, OAK PARK, ILL.

"Could I but write the things I see,
My world would haste to gaze with me."

So must one ever feel who tries to say, in few or many words, what the librarian's work with children attempts to be, or really is.

If you could but take your place behind the desk where she sits, and look and listen, it would afford an idea, a far clearer idea, than any words can do, what children's work in a library means to a community.

Whatever may be said to the contrary by an occasional adverse critic, it is generally admitted that the public library is an important factor in the social betterment of town and country life, that it is doing a work which is not covered by any other institution, and that, in spite of some undesirable features, its influence is, in the main, helpful and uplifting.

Its attitude toward the public has materially altered in the last half century; it no longer waits for them to come to it, but it makes the first advances, and goes out to attract and urge attention to all it has to offer. No sooner was such a spirit adopted as the policy best fitted to reach the desired ends, than the leaders in the movement recognized the desirability, not only of making advances to the mature mind, but they also realized that there was no place where the problems of inspiring a love of reading, and cultivating a taste for books really worth while could be so well solved as among children.

We cannot begin with the grandfathers no matter how desirable it would be; the grandfathers seem impossible where it is a case of training, so we must turn once more to the children.

Every children's librarian who is worthy of the name holds the following quotation, at least in spirit, as the foundation of her librarian's code; first

"He who helps a child, helps humanity with a distinctness, with an im-

mediateness, which no other help given to human creatures in any other stage of their human life can possibly give again;" and second

"What we make children love and desire is more important than what we make them learn."

There are two distinct aims of the children's work; consequently, two distinct lines of work which the librarian attempts. The first aim is to prepare the child to use the adult library easily and well through his familiarity with the children's department; second, to so guide his reading that he will learn to know and love the best books.

One has only to look back into his own experience to realize how much dread and uncertainty fills even the average intelligent person at the thought of using the public library. It is all a maze, the catalog is a white elephant, the books difficult of access, and the red tape visible everywhere seemingly intended to prohibit rather than encourage the use of the books.

This same feeling is often in the mind of the child, but he finds it no stranger than many other things in a strange world, and so he is glad to learn how to get at the things he wants to know. Sometimes these things are taught during visits to the schools, sometimes in groups of children who come to the library, perhaps by grade, for the purpose of instruction, often by individual work with children as they come making specific requests.

It takes a child sometime to learn to use a catalog, to find who wrote a book, or what other books than the one he knows have been written by an author, or what books will tell him about some given subject; and, most difficult of all, to make the symbol on the card in the catalog really tell him where to find his book; but when these things are once learned, the knowledge is at his service through life, and he is no longer helpless and dependent.

No one so surely as the teacher can appreciate how much easier it is to find a thing yourself than to teach the child to do it, even when he has a clear idea of what he wants to know, yet this forms a part of the librarian's work with children. Reference books are a boon if one has them in command, otherwise they seem designed to conceal information, and it is no easy task to teach a child what kind of facts he will be likely to find in various books.

May I say a word to you as teachers, and beg that when in the future you send children to look up subjects, it is quite clear to their minds what is wanted?

A child often requires for the most general subject, instead of the specific, an English history, or even a history of the world, where close questioning reveals the fact of his wish to find the length of time a member of Parliament serves. Their ideas seem wonderfully hazy by the time they have reached the library, and so one concludes that often there was some of the same quality before they left the schoolroom.

It is certainly "precept upon precept, line upon line" in this matter of doing good reference work with children; and yet, it is a most important element in the training of these boys and girls if they are to be intelligent readers as men and women.

I remember early in my experience as a children's librarian, I overheard a small boy say at the main desk one day, when I stepped out of my room for a moment, and he found it empty, "The Children's Room isn't in, is it?" and I think I have never felt more subtle flattery than that. The essence of that remark is the atmosphere which a librarian should strive to have about her, the atmosphere of welcome and hospitality, the guardianship merely, not the ownership of what belongs to the children. It is in this atmosphere that we hope to make the first impression on the children.

A child's responsiveness to his environment is like the sensitiveness of the plate of the camera, and the atmosphere of beauty is the ideal for every children's room, because it helps to awaken the aesthetic nature and prepares the way for the appeal of the beautiful in literature.

The influence of books has never been denied, but almost every position has been held with regard to the freedom children should have in their use. Charles Lamb held that the child should be turned loose to browse among books of all kinds, because in that way he would find the food his mind craved. This extreme has been met in modern days by the opposite attitude which would dictate every book and leave the child no choice. The only tenable position seems the middle ground, which is that for which the library strives to stand. Remembering the libraries of our day are not those of Lamb's time, we attempt to furnish a wide range for choice in the realm of subjects, but, at the same time keep the standard of quality so high that the child will naturally become familiar only with the best.

This second aim of children's work, to foster a love of the best books, is so large a field it can never be successfully covered without the active cooperation of home and school. The failure to find this spirit of helpful interest and sympathy in many homes and schools, has made the work much harder and less effective, but we must take things as they are and rouse the latent interest wherever it is possible.

Compulsory reading can never bring the results that voluntary reading will, and there lies the great opportunity of the librarian who must become the child's friend, then her suggestions are the suggestions of a comrade, not of a dictator. The feature of personal contact with the children is the one which is of most importance, for no child brooks interference from an outsider, but the friendship of an older person may be the medium through which he becomes acquainted with great riches and unknown treasures.

The books are the librarian's tools, and she must know them, every one, backward and forward, so they are familiar friends whose charms she can readily make known.

The child's first question, "What is it about?" must be met by no vague answer, or generalization. She must have the story, or some characteristic incident, at her tongue's end, for only in that way can she make any book attractive and worth reading. She must know the characteristics of the books, so that she will recognize what quality it is which has appealed in a given book, and be able to furnish another of like charm.

When the child has been over reading along a certain line, she must be able to find the connecting link between that line and some other of more depth or breadth, on which to set him exploring. Perhaps it is the endless cry for adventure from the boy, then there is her opportunity to open up the adventures of the real pioneers as well as those he would be more likely to find for himself in storyland.

Perhaps the girl longs for a love story, and she can open to her the love stories of some of Shakespeare's heroines if she knows her Shakespeare, or Lamb's Tales sufficiently to make them really live. It is never the idea to impose her personal taste upon the child, only to open to him the possibilities which lie within the covers of these books.

Children are far more discriminating than we sometimes think, as I was made to realize by a boy who asked me for a story of Robin Hood. My first thought, naturally, was of Howard Pyle's delightful version, but as that was not in, I suggested a version of the ballads done in prose by Eva Tappan. He looked at it for a moment, then shook his head, "No," he

said, "I want the one about the real man." There is exactly that difference between the books, and he was quick to feel the artificial in the one, the reality of the other.

A knowledge of the development of the child's mental life is as necessary to the librarian, as to the teacher, for without it her recommendations will be made at random with no definite purpose, and the good seed thus sown will fall on ground unprepared for its maturing. It makes comparatively little difference whether the mature mind finds a given book of verse this year or next, except, perhaps, a delayed inspiration, but the child who is ready for certain fairy tales, or hero stories, and is deprived of them can never quite make up the loss. There is a high-tide for the appeal of every book, and it is the librarian's business to bring the child and the book together at just this time. There is one objection to so many of the edited classics for children, they are prepared for children not really ready for the original, and much of the strength and vitality is lost in the doing, when, if we would curb our eagerness and wait the ideal time for presentation, no phase of influence would be lost.

Here lies such a splendid opportunity for the teacher to help in this great work, for the child is ever ready to listen if some one will only read, and he will eagerly accept something so selected, which he would never choose for himself. There is no need to inspire children to read *The Wizard of Oz* because they have it fairly thrust upon them, but they may never find the joyous nonsense of Edward Lear, the charm of *The Garden Behind the Moon*, or learn to know the noble knights of Arthur's Round Table unless some one introduces them.

It is this introduction which the librarian studies in every way to accomplish. Sometimes she lures the unwary with an appeal to the eye and a picture bulletin appears which suggests new books to read, or makes an old one a source of curiosity by some well selected quotation, or invites a trial of some hitherto undiscovered country. If the bulletin is properly handled it will delight the eye as well as prove an incentive to read, and give something to the child who never goes beyond it.

Another method which some librarians have adopted to reach the children is the story-hour. This is differently developed according to the resources at command, but the purpose is practically the same to make the book give up its treasures in such a way that they are the joy all real books should be. Sometimes the children are gathered together and some one reads to them; sometimes there are story-groups and a story-teller makes more real the tales of long ago. I am surprised that we have been content to do so little with poetry, either in the library or in the schools. We are more generous with the little children, but later we let our efforts lapse and then wonder why it is children are so indifferent to poetic form.

One is reminded of the girl who was asked if she liked poetry, "No," she said, "It is so stupid." When some one read her the *Forsaken Merman* she was delighted, and when reminded that she did not care for poetry she said, "I don't, but that is not poetry, it's interesting."

We have failed to keep the child in touch with what he considers interesting, and appalled by the poetic form, he misses all the joy of ballad and heroic tale in verse, which are often so full of the fire and action which he dearly loves. In school we parse and analyse all the beauty out of the stray poems we may come across, and there seems no chance to read poetry for the joy it gives. Such an opportunity is afforded by the story hour and time may prove we have not been unappreciative of it.

All who have been in a position to watch results, are more than interested in what story telling is accomplishing. It is new as applied to librarians, but as an educational force it is no longer an experiment. The increase in the circulation of the classics and the standard fairy tales where story telling has been devoted to these subjects shows what may be done if the work is well handled. A poor grade of story telling, either in school or library, will soon result in a reaction and a lost opportunity.

Not the least of what the librarian does for the children lies along the line of her school work. This includes, in a properly organized library, visits to the schools and talks to the children about the library and the books, sometimes story telling systematically done to open up the resources of libraries of books sent to the school rooms for use there, or for home circulation, as may seem best in a given community, and last but not least, the hold upon the children through their teachers. This means that the librarian must be thoroughly familiar with the course of instruction in the schools, and be able to make useful suggestions for supplementary reading, books to be read to the children, and books and pictures which will be helpful both to the teacher and the pupils. This phase of library work is very important, because, through it, the librarian multiplies efforts through every teacher and exerts an influence as she touches and influences the thought of the teacher.

One who looks on as an observer can hardly realize the attention to detail, the technical skill, the power of discipline which are necessary adjuncts to the qualifications already mentioned, as elements of successful library work for children. But in spite of the fact that the work is never done, and sometimes oppresses one with its greatness, there are infinite compensations in the growth and development of the minds one has in charge, and the warm friendship and companionship of the children.

Miss Lymans' paper was discussed by Miss Mary Conover, Children's Librarian, Detroit Public Library.

Miss Conover: The subject, "The Child and the Library," has been presented so broadly and comprehensively and with such admirable expression that I hesitate to add anything to what has already been so well said. To the children's librarian there is always a welling up of the perennial spring of interest when the relation of the child and the library is under discussion. The opportunity to tell of her aspirations which bear her along over obstacles and discouragements, and the plans and methods of her work, in a sympathetic atmosphere is heartily embraced.

The opportunity offered by the library to the children becomes the teacher's responsibility; to help them realize this, and in some degree to meet it, is one of the librarian's duties. The sense of stewardship—on both sides—their being common custodians of treasure is the foundation upon which the offices of the library toward the child should be based.

We all remember no doubt, certain ceremonies of hand washing and good behavior which earned the right in our childhood to look at certain valued pictures, to handle and to read books prized by our childish taste, and thus we grew to hold the books themselves in great esteem, precious, worthy of all care. Many of the children who come to the library have no such early training and without something of the kind, the reverence for books, which is part of our heritage will never be theirs. Lacking this reverence books will not be the means of culture they might have been. In a true sense the opening of books, which are books, admits one to consecrated ground.

Clean hands, quiet demeanor, careful handling are essential to the proper relation of the child and the library.

It is difficult to instil this wholesome regard for books from the very first, when you begin with children too young to read anything but pictures or the very easiest words. We are obliged to put picture books and easy reading where little ones can help themselves, and it is next to impossible to supervise the handling of each book with the resources at our command. Yet so important is the training that we feel the younger it is begun the better. In helping children to acquire this reverential attitude of mind toward the printed work of the intellect we are, indeed, helping humanity.

The library is truly a handmaid of the schools, but its work is quite distinctive and not simply supplementary. Teachers are prone to forget this, especially since they have labored so strenuously to correlate studies into one harmonious scheme, as a teacher, fresh from an eastern school said to me, "There is a reaction; the books that are recommended for out-of-school reading are several grades behind those used for reading in schools." They are then coming to realize that "What we make children love and desire is more important than what we make them learn," We are too impatient with the slow development of children's tastes; we must allow them to think as children, to apprehend as children until they grow normally into maturity.

Fairy tales have their place, many of the animal stories might be classed in a similar category as well as the myths and legends, and the highest ethical ideals may be set forth in stories of the heroes of the old time. As to the influence of fairy tales I have been much interested in the announcement of a book published by Harper Brothers, a volume of favorite fairy tales, the childhood choice of representative men and women. Extracts from the letters expressing their various preferences are interesting reading. Mr. Grover Cleveland had few fairy tales or none in his childhood, but peeped into fairyland with his children; Mr. John Burroughs read no fairy tales until passed middle life. He enjoyed Andersen with his children. Perhaps if otherwise he would not have found the point of view of Mr. Long and Thompson-Seton so impossible. President Woodrow Wilson liked them all, being a voracious reader of fairy tales. Was there a foreshadowing of the future in Mark Twain's preference for Sinbad the Sailor? These tales delight the imagination, give lightness and glow to the mind if not indulged in exclusively or in too large a measure. I have sometimes thought we have to heed Ibsen's warning sounded in *Peer Gynt*. The world of fancy and speculation the purely intellectual must connect with life; we must bring the unusual into everyday and lift the ordinary into the realm of poetry. In the life of a child every action and taste, thought and habit count largely in moral and spiritual growth—work and play and vagrant fancy, these are all important. If the librarian can become aware of these as shown in the individual child she is in possession of the opportunity so forcibly dwelt upon by the writer of the paper just listened to. The point of contact often comes through the desire of the boy or girl to make and do things. When one has learned that the treasures of the world's experience are at one's disposal through the pages of a printed book, an important step has been taken in the knowledge of what a library means to daily life. One reason so many working men and women consider a library as a thing entirely apart from their interests is the lack of any place where they feel the printed page touches their own affairs. To give children with mechanical tastes a training which shall make them count the library their most useful friend all their

days is most desirable. Our little collection of books on electricity, engineering, mechanical carpentry and experimental science is quite as well worn with use as those in the main library. Beard's Handy Books, Hall's Boy Craftsman, Scientific American Boy, and others, which direct to a combination of work and play, have their own place in this training. I wish books came more often which touch with girls' lives and duties, with the same illuminating contact. Some tendency I have observed to forsake the perpetual story is the occasional demand for Mrs. Burrell's admirable little books on cooking and housekeeping, books on cats, Miss Beard's Hand Books on Music and Art, surely indicating a wholesome movement toward growth. The new methods of studying geography and history constantly make new openings for helping children in the library, from the kindertot who hears about the Seven Little Sisters, to the older boys and girls looking into the laws which govern the world's markets and the reasons for the particular development of nations and races. When a girl finds out, as Carpenter's Industrial Reader suggested to me she might, that food does not mean simply bread and coffee or pork chops and potatoes, representing the drudgery of daily life, but is connected with history and geography, health and happiness, the well ordered lives of the favored, in short, has to do with a greater or less degree of civilization, it will become a broadening influence in her life instead of a narrowing one, an interest that requires something beyond a cookery books to satisfy.

The name Industrial Reader marks advance in the effort to connect the library with daily life; as long as the world stands the workers will largely constitute the army of occupation in the battle for higher civilization. The boys and the girls of today will soon be in the front rank, their work we use as a point of contact from which to lead on to the world's vast heritage of intellectual treasure. It is our part to provide for the interest awakened in certain subjects by the school, but it is an even more imperative duty to anticipate and be ready for help along the lines into which these widen. If boys were more self conscious it might afford them some amusement to see the school teacher diligently searching for stories of cowboys, ranch life and pioneer days to recommend for supplementary reading, asking lists of stories to give atmosphere to what is taught about foreign lands and different localities in our own country. Teachers often ask for stories of endeavor to read aloud, and if the boys and girls overheard the request they must have felt that their love for Alger Books was receiving some justification. There is also a turning back to the story with a moral.

The atmosphere of children's stories is their most beneficent quality aside from the enjoyment they afford. When I hand Miss Alcott's, Miss Richards' Miss Leonard's books to girls I feel a distinct glow of pleasure that I am able to introduce them to such wholesome friends and give them intimate glimpses of delightful homes with high ideals and sweet courtesies of domestic life. In a recent editorial in the Library Journal all the technical part of library work was spoken of as "road making." The conceit is a pleasing one, especially when it is asserted that the library furnishes as nearly as possible the royal road to learning. The roads for little ones to travel should be kept in especially good order and no provision is too small and none too great to receive attention, which makes the way to knowledge easy. The use of bulletins, stories, pictures, card catalogs, special lists of books may all be regarded as road making. A road presupposes a destination and our road so thoroughly laid and carefully kept leads to the treasure house of books. Contemplating this end we are more than ever determined that the

library must give the child the best it has, the best it can get, the best the child can retain, the best we can make him desire,

EDWARD P. CUMMINGS.

THE PLACE OF THE LIBRARY IN SCHOOL PLANS.

Discussion at M. S. T. A., October 25, 1907, of Miss M. E. Ahern's paper, a synopsis of which is included in the report of the Secretary of the Library Section.

SUMMARY.

Discussions of "papers" now-a-days have come to be rather discussions of subjects. I shall attempt to call attention to some of the main features of the subject more than to any of the particular phases of the excellent paper we have just heard.

An understanding of the library's place in school plans involves the information fundamental to all ethical and pedagogical discussion. Life is more than a mere struggle for existence. It involves a development of the human possibilities, and whatever contributes to that end legitimately may be given a place in educational plans.

There is no more melancholy sight than that of misused or unused talents, apparatus, or equipment. A laboratory not giving to its students the full benefit of its expensive equipment, or a library failing to do all the missionary work within its power is to be deplored.

Since 1879, when S. S. Green, public librarian at Worcester, Mass., first linked public schools and public libraries, the best practices of today have arisen. Among these practices, we may note:

1. Intimate conference between librarians and teachers.
2. Teachers accorded utmost facilities of the library.
3. Careful study of such books as properly supplement school instruction and also supply proper amusement.
4. The old time typical "Sunday School book," painful in its morality(?), superseded by literature nearer the truth.

Methods of Using Libraries in School Plans.

1. Direct application at the public library.
2. Branch libraries.
3. Grade libraries.

Direct Application at the Public Library.

1. As circulating library.
 - a. Air of welcome and willing assistance.
 - b. Proper supply of suitable books for both instruction and entertainment.
 - c. Availability of such books without too much red tape.
2. As reference and reading library.

Branch Libraries.

1. Careful selection of locality.
2. Proper selection of books.
3. Careful supervision of the work and room.
4. Story hour.
5. Local plan and results for one year.

Grade Libraries.

1. Careful selection of suitable books.
2. Sufficient number of complete sets.
3. Proper reports and discussion of books read by pupils.
4. Our method.
 - a. Sets of ten or fifteen copies of same book sent to each grade above third, about once each month.
 - b. Reading not compulsory below seventh grade.
 - c. Reading required in seventh and eighth.
 - d. Children draw, read and return at once for others to use.
 - e. Great interest in *all* grades, hardly a pupil in room fails to read each book.
 - f. Teachers take time to discuss book with class after it has been read, and to question pupils upon it.

A careful inquiry was made into the results secured in molding children's literary tastes at Lansing. Such care was taken in the method of soliciting information that I believe it is reliable. The children tell us what they really think, not what they think the teachers want them to think. The results of this investigation follow:

GRADE FOUR.

Our Grade Library—Seven Little Sisters, Grimm's tales, Andersen's tales, Fifty famous stories.

FAVORITES.

Both Boys and Girls.

Black Beauty,
Robinson Crusoe,
King Arthur,
Swiss Family Robinson,

Beautiful Joe,
Five Little Peppers,
Kingsley's Water Babies,
Children of all nations.

Boys.

Little Lame Prince,
Fifty Famous stories,
Robin Hood,
Jack among the Indians,

Girls.

Bible (two individuals),
Lovey Mary,
Babes in Toyland,
Birds' Christmas Carol,
Captain January.

GRADE FIVE.

Our Grade Library—Black Beauty, Water Babies, Little Lame Prince, Story of King Arthur, Alice in Wonderland, King of the Golden River, one miscellaneous library.

Both Boys and Girls.

Black Beauty,
King of the Golden River.

Adventure and animal stories.

Boys.

Robinson Crusoe,
Little Lame Prince,
(Several boys preferred Oliver
Optic and Horatio Alger.)
Five Little Peppers,
Boys in Blue,
Jungle Book,
Hans Brinker,
Three Colonial Boys,
Daniel Boone,

Girls.

Alice in Wonderland,
Sara Crewe,
Lamb's Tales from Shakespeare,
Little Lord Fauntleroy,
Seven Little Sisters,
Captain January,
Widow O'Callahan's Boys,
Louisa M. Alcott,
Alice in the Looking Glass.
King Arthur and His Court.

GRADE SIX.

Our Grade Library—Jackanapes, The Wonder Book, The Story of a Short Life, Lamb's Adventures of Ulysses, the Arabian Nights, Robin Hood.

FAVORITES.

Boys and Girls.

Robin Hood.

Black Beauty.

King Arthur and His Knights.

Boys.

Robinson Crusoe,
Algers Books,
Stories of Adventure,
Beautiful Joe,
The Dog Crusoe and His Master,
American History Stories,
Henty.

Girls.

Polly Oliver,
Alice in Wonderland,
Little Lame Prince,
Prince and Pauper,
Little Women,
Little Colonial Series,
Hans Brinker,
Little Lord Fauntleroy,
King of the Golden River.

GRADE SEVEN.

Our Grade Library—Blaisdell's Stories from English History, Rab and his friends, Lamb's Tales from Shakespeare, Lives and Stories Worth Remembering, Hans Brinker.

FAVORITES.

Both Boys and Girls.

Hans Brinker.

Hoosier School Boy.

Boys.

Alger's books,
 Henty's Series on English Wars,
 Cooper's Stories,
 Adventures,
 Historic stories.

Girls.

Louisa M. Alcott books.
 Wooley's Katydid Book,
 Five Little Peppers.
 Robin Hood,
 Call of the Wild,
 Black Beauty,
 Little Lord Fauntleroy.

GRADE EIGHT.

Our Grade Library—Robinson Crusoe, Swiss Family Robinson, Bimbi stories, Kingsley's Greek heroes, two miscellaneous libraries.

FAVORITES.

Girls and Boys.

Ivanhoe.

Recent fiction.

*Boys.**Girls.*

Ben Hur,
 Tales from Shakespeare,
 Tom Brown's School Days,
 Call of the Wild,
 Jungle Book,
 Peck's Bad Boy,
 Alger's Books,
 Travel.

Uncle Tom's Cabin,
 Louisa M. Alcott,
 Pilgrims Progress,
 David Copperfield.

SOME CONCLUSIONS.

1. More trash found in seventh and eighth grades than lower down. This is really encouraging, for these grades have been under influence of the Grade Library scheme but two years.

2. Withal, pretty good selection.

3. Great variety, ranging from Henty, Alger, Oliver Optic, Mary Jane Holmes and Peck's Bad Boy, to the standard and approved authors and ultimately to Holy Bible. How much the library and the schools are responsible for these favorites will never be exactly known, but it is reasonable to suppose that a great share of the credit for improved literary taste is due to these prominent factors in the development of the child.

UPPER PENINSULA EDUCATIONAL ASSOCIATION.

AIDS TO LIBRARY WORK.

PAPER READ BY MISS ANNA LACEY, ISHPEMING.

- I. Author Pictures.
- II. Magazine Articles.
- III. Special Days.
- IV. Lists of Books, age, locality, nationality, interests, home, ambitions.
- V. Note Books.
- VI. Book Cards.
- VII. Poems.
- VIII. Poem Books.
- XI. Love of Good Books.

LIBRARY READING.

- I. Mechanical Studies.
- II. Culture Studies.
- III. Need of Libraries.
- IV. Fables, Fairy tales, Folk songs, Child rhymes, Lullabies, Legends, Myths, Tales of Chivalry, Poetry, Romance.
- V. History, Biography, Science.
- VI. Song, Story, Drama.
- VII. Professional training.
- VIII. Children's Literature.
- IX. The Presentation, Authors.
- X. The Means and Ways.

SCHOOL LIBRARIES.

The two fold function of the school is to give the child the mechanical fitness to acquire knowledge and the spirit of self development through knowledge thus acquired. To acquire this fitness we have reading, writing, arithmetic and right living or morals. To inspire the spirit of self development, of self advancement, of self culture, we have music, drawing, manual arts and literature. The library stands for literature—for the best literature—for literature that elevates. As music is the great civilizer; drawing the great inspirer; and manual arts the great developer; so literature, through library reading, is the great idealizer influence in the world, setting forth our standards in all activities and establishing our ideals.

For that reason children should be surrounded by literature of the best—generously supplied and wisely selected to suit the age, the temperament, the environment, the ambitions, and the necessities of the individual. This is not an easy task nor is it always possible financially. All literature placed before children should represent the various stages of development in the human race. For this reason all libraries—large or small—or for more class room work—should have the following:

Fables, fairy tales, folk songs, lullabies, legends, tales of chivalry, myths,

poetry, and romance, and may contain history, biography, travel, adventure, invention, natural science, useful arts, fine arts, fiction. Only the best should be put before the child, or given to him through song, story, or dramatization. Songs should be of the season, or have special significance and should be taught expressively.

The dramatization of fairy tales in the primary school lays the foundation for appreciation of dramatic art in future years. The teacher must enter into the spirit and act the part—small though it be—if she wishes to enjoy satisfactory results.

The story must be well told, must suit the time, the occasion, and the atmosphere in which it is told. It must be selected because it has meaning and carries a message and not to fill time or amuse. It may amuse and entertain, but it must carry some vital truth to be worth the telling.

Every man or woman who intends to enter the teaching profession and who hopes for a fair measure of success, should provide himself or herself with the best possible professional training in the presentation of literature to young children, and should acquire an acquaintance with the best in children's literature. We must read and know a book before we can safely recommend it to a child. We should not recommend the story that we have not read, nor that has failed to interest us.

In the kindergarten, first, second and third grades, all the work is done by the teacher. The child memorizes, dramatizes, vocalizes. In the third and on through the grades the child is able to read and to secure for himself the story from the printed page. The teacher now becomes the directing power. It is essential that she directs the child to read by authors and not helter skelter, hit or miss. And the author must be a real, living, throbbing personality. Must be introduced to the child, and made acquainted much as we do in the social world. This may be done easily and pleasantly through portraits of the author secured from the many excellent "author catalogues" sent out by Houghton Mifflin, Century, Ginn & Co., Appletons, Harpers, Dodd, Mead and others; also Perry Picture Co. and Brown Picture Co. Magazine articles may be cut and mounted on boards and placed where the child can see at all times. Special days may be set for the consideration of all matters relating to an author, and a special place in the room for all pictures, books, etc. An author bulletin may be made containing a picture, home, study, favorite haunts, and a well printed list of the authors best stories. This if placed in a conspicuous place for a few days will fix in the child's mind the important facts about the author, his books, and what is very desirable, his appearance. Children should early learn to recognize the well known writers from their pictures and thus become personally acquainted. Every child enjoys tangible form to work performed. He enjoys a written spelling lesson better than an oral one. Hence while he is acquiring the library habit, he should be directed to keep a list of books read and books to be read. This can easily be done because children like to do as "grown ups" and take readily and delightedly to the suggestion of small note books two inches by three inches which can be carried in the coat pocket. In the note book may be written the list of desirable books. This list should not be too long—not more than twenty or twenty-five books. As each title and author—always the author—is written, something of interest concerning the story or the author should be told. If time permits a general outline of the story may be given—always give an incident which appeals to the child, which enlists his sympathies, and arouses his curiosity, then it is only a matter of time and getting the book when he will read the story

for himself. In giving the list of books, have the kind of stories well balanced; stories for boys, for girls, of animals, horse, dog, of children, of adventure, of invention, of romance, of the sea, of war, of modern times, of ancient times, of national heroes, of travel. When the book is read, time may not permit an oral review of it from the child, but a concise written review may be made in the following book card. This also serves as a memorandum for the teacher.

BOOK-CARD.

Name.....
Date.....

BOOK.

Title.....
Author.....
Time.....
Scene.....
Purpose.....
Characters.....
.....
.....
.....

Along with library reading, should go systematic memorizing of the best poetry, and an acquaintance with the well known poets, their home life, their pictures, their wellknown poems. In selecting poems only those must be used that pertain to a special event, carry a special message, convey a definite need, point a moral lesson, or strike a tender feeling. Only the recognized best, very best should be given, time permits none other. All senseless jingle should be entirely eliminated.

To give tangible form to this work in poetry, attractive note-books, red leatherette, five inches by seven inches or seven inches by nine inches, 50 pages, ruled, may be kept. Poems can be written in the child's very best and be a "joy forever."

Stories and poems, to attract the child, must be well read, with much dramatic effect, in excellent voice and in good spirit, remembering always that we are striving to instil into the mind of the child a love of reading, of good reading. Arnold says, "Culture is necessary; and culture is reading, but reading with a purpose to guide it and with system. He does a good work who does anything to help this. Indeed, it is the one essential service now to be rendered to education."

SOME PRINCIPLES OF SELECTION IN PURCHASING BOOKS FOR SCHOOL LIBRARIES.

PAPER READ BEFORE THE U. P. E. A. BY EDWARD L. PARMENTER, COMMISSIONER OF SCHOOLS OF DICKINSON COUNTY, IRON MOUNTAIN, MICH.

Examination of many school libraries has led to the belief that a large part of the money expended for this purpose is wasted by reason of the selection of inferior or unsuitable books. It has well been said that, "since the child can read but one book in a thousand, how important it is that the book chosen for him be the best one in all the thousand." Hence the need of some principles of selection as a guide, especially for the inexperienced teacher.

To be entitled to admission to a school library, a book should pass three tests: First, is it interesting? No matter how good it may be, if it does not appeal to the child's interest, it will not be read and so will be worthless.

Second, is it helpful? With so great need of aid in the development of all sides of his complex nature, and with such a vast number of good books, to select one that is not in some way helpful is to offer a stone to the child who is asking for bread.

Third, is it standard? In other words, is it recognized as "worthy" by those who are best qualified to form an opinion about it? While a large acquaintance with books for children is an important qualification of a teacher, it is plainly impossible for her to read the constantly increasing number and to become so well acquainted with them as to enable her to answer these three questions about any large proportion. But fortunately we now have specialists in children's books, trained librarians who devote their time exclusively to this one department of library work. It is the province of these to become intimately acquainted with the best books published for children, and to test and correct their own impressions by getting the judgment of other specialists and of teachers, parents, and the children themselves. And thus have been built up recommended lists of greater or less authority.

The greatest waste in the use of the library, and the consequent far greater waste of time and opportunity by reason of reading inferior books, has been largely the result of failure to select from a standard list. The greatest step toward reform on the part of superintendents and others who control the situation should be to see that books for school libraries are chosen from these lists, with such exceptions, in varying degrees, as the qualifications of the different teachers to judge in this matter may seem to warrant.

The announcements and catalogs of the different publishers are made so seductive by illustrations, descriptions, etc., that teachers who would not be guided by such chance influence in the purchase of books for themselves, are beguiled into doing so for their schools. The opportunities afforded by the exhibits of publishers at association meetings, etc., may be more harmful than helpful if the teacher allows herself to make a decision from this superficial acquaintance alone. As a means, however, of becoming acquainted with the relative values of books on the recommended lists in the matter of binding, illustrations, print, paper and general attractiveness,

the interested teacher will make good use not only of such exhibits, but of every opportunity afforded by access to the libraries of other schools and cities, as well as to book stores, etc.

Not alone the publishers lists but those of dealers as well should be discarded as guides in making a choice. Especially is this so when the dealer is also a publisher. The dealer is interested, primarily, in selling the books and editions that he can make the most profit on, and these are by no means necessarily the ones that are the most profitable for the school to buy. The standard recommended lists specify editions as well as publishers of the books listed, and the teacher in making up an order or list for estimate should specify, especially in the case of reprints or non-copyrighted books, the edition or publisher. There are, for example, fifty or more editions of Robinson Crusoe. One at twenty cents may be a poorer investment, even when the funds are very small, than one at fifty cents, as the better binding of the latter may make the life of the book two or three times as long. Besides this, it may have better paper and illustrations, larger type, and a more attractive cover. All of these things have influence in leading a pupil to read a book.

While a standard list of safeguards against poor books, it allows the teacher ample scope for choice within its limits. This latter is important, because the usefulness of the library to the school depends largely upon the teacher's acquaintance with and interest in it. And this acquaintance and interest depend in large degree upon her being allowed a voice in selecting the books for her grade and room.

But we must remember that "the good is enemy of the best." In proportion as the amount of money available for the purchase of books is small, the need becomes great for careful discrimination even among the recommended books. Especially is this important when the lists are large. The teacher should be sure that each book selected is the best on the list in its group, to meet the needs of her particular school. The best twenty per cent of any recommended list is worth more than all the rest. Not only for the sake of getting for the children the largest possible value in return for the money invested, but as a help in making the library movement popular in the school and community, it is of vital importance that the beginnings of a library should be books of the greatest interest and highest value.

It is the weakness of even the best recommended lists that they do not give definite enough aid at this point. The average teacher with five or ten dollars to expend, enough to purchase perhaps ten or fifteen books, is bewildered among the hundreds of the standard lists. The value of these lists to the smaller schools would be greatly increased without any loss to the larger ones, if they indicated what books are most desirable as first choice and what as second choice for small libraries. In proportion to the need, the library fund is generally pitifully small. Since we cannot double the amount, let us double its value by the care taken in making selections.

The teacher should seek the counsel of those more experienced than herself as to which books are the "cream" of the recommended list. There are few departments of school work where a little knowledge is so dangerous. Young teachers with little or no experience are likely to be most assured in their opinions in this matter.

Fortunately for schools with short purses, a good proportion of the classic books of all ages and countries, including American books on which the copyright has expired, are relatively low priced. But of course the generally higher price of copyrighted books should not exclude them entirely from

any list, however short. Such books as the Widow O'Callaghan's Boys and Little Lord Fauntleroy, for example, should be among the first chosen for any school library.

A large proportion of the books for a small library should themselves be small. This is not only on account of the price, but because they appeal more to children, to whom large books are generally formidable.

While the school library is primarily for the school, an increasing number of books, when the library fund admit of it, should be selected with reference to the home also, and the "library extension" idea should thus be developed. But even with the smallest collection this movement may be begun. And once a beginning made, the interest aroused will generally lead to means for the perpetuation and growth of the idea. For example, the two books mentioned above, after they are read by the school, should be introduced into every home where the teacher can secure an invitation for a visit from them. And the teacher who really appreciates the value of the opportunity will succeed in finding a way of making them welcome. How many homes might take the first step toward regeneration if the father and mother would read even these two books! How many mothers would be led to do some profitable thinking by reading, as if the secret to the character of Little Lord Fauntleroy were that "he never heard an unkind or an uncourteous word in his home." How many boys who are nagged and scolded into hating home and sometimes running away from it, might find life made worth living by the mother's reading how the Widow O'Callaghan managed her seven boys and reared them to success in life through the recognition of the great principle that an ounce of praise and encouragement are worth an infinite amount of scolding, in the management of a child; yes, and of a grown person, too!

Among the standard lists for schools, issued by several states, that from the Department of Public Instruction of Wisconsin is most highly recommended in the report of the committee of the National Educational Association. This list can be had free by addressing the State Superintendent, Madison, Wis. An experience of several years in its use, in comparison with other lists, confirms the above recommendation. It would be more useful to the average teacher if some competent person would indicate the best twenty-five books by the figure 1 placed before each title; the next best twenty-five by the figure 2, etc. In this way, more definite assistance may be given in purchasing any number up to one or two hundred or more. In general, the aid thus extended should be offered as a recommendation rather than imposed as a command, of course.

Not only should a large share of the books be related to the school studies, such as history, biography, geography, science, etc., but a fair proportion should be maintained between the number selected in these different departments. It is not easy to prescribe what this proportion should be, as the needs of schools differ. But inasmuch as this is one of the questions that confronts every teacher at the outset in making up a school library list, and one concerning which all thinking teachers feel the need of aid, the writer, in the absence of any known authority on the subject, will venture to make tentative suggestions at the risk of being classed with those persons who rush in where others fear to tread. They will serve perhaps their most useful purpose if they but lead to an expression of opinion by those who are better qualified. The following apportionment is suggested for a school containing pupils of all grades up to and including the eighth:

First group: Fiction, including fairy stories, myths and legends, 35 per cent.

Second group: Biography, history, and history stories, 20 per cent.

Third group: Geography, description and travel, 15 per cent.

Fourth group: Science, nature and the useful arts, 10 per cent.

Fifth group: Poetry, 8 per cent.

Sixth group: Collections, 7 per cent.

Seventh group: Reference books, 5 per cent.

For primary departments, the proportion in the fiction group will naturally be much larger; and in the intermediate and grammar grades it should probably be smaller. The contents of the "collections" will increase the proportion of some of the other groups, especially fiction and poetry.

It is suggested also that there be an even apportionment among the three departments: The primary, including the first four grades; the intermediate, including the fifth and sixth; and the grammar, or seventh and eighth.

Any attempt at establishing and maintaining a proportion between these different subject groups and departments will require, before ordering new books, an inventory of those already in the library, with a view to selecting a larger proportion for the deficient groups and grades. In doing this, it is better first to list the books already on hand according to the three school departments: Primary, intermediate and grammar, noting the inequalities to be remedied; then to classify the books in each of these departments according to the subject group to which it belongs. This will reveal the inequalities again, and enable the teacher to order accordingly. This work is highly valuable training to the teacher and is an essential step toward making a library out of what is often a haphazard and unbalanced collection of books.

If we accept DeQuincy's twofold classification into books of information and books of inspiration, we should be careful that a fair proportion of those really worthy of being included in the latter class, and they are all too few, are among the number selected. Great men of all times have testified that their achievements have been due to the inspiration received from some such helpful book. A number of these should be withheld from circulation for a time and reserved to read aloud to the school. Who has not felt the influence of such books as a means of molding character and of forming those purposes and ideals that determine in a large measure success in life?

The most common and almost universal mistake is in failing to select a large enough proportion of books for the younger pupils. Picture-books and booklets, various primers, first readers and other collections should be provided for the beginners. The habit of reading, like most other habits is more easily formed the younger one begins. Moreover, books suited to the lower grades are generally interesting to those next higher, while the converse is not true.

New copies of books that have proved their popularity and usefulness by becoming nearly worn out should be among those included in a new order. In the larger libraries, duplicates of such should be ordered, the number depending upon the size of the library.

The masterpieces of an author should be selected, not his complete works.

Retail prices should not be paid for school libraries. It is often desirable to submit a list to two or more firms before placing an order.

Among the sources of aid of which the progressive teacher will desire to avail herself, I will mention but two. These are the report of the committee of the National Educational Association on the Relation of Public

Libraries to Public Schools, and the report of the Committee on Instruction on Library Administration in Normal Schools. These may be had at ten cents each of the Secretary of the National Educational Association, Irwin Shepard, Winona, Minn. They not only cover all phases of the school library question, but by means of lists, bibliographies, etc., point out the way to further acquaintance with the subject.

SUMMARY: 1st. Select from a recommended list of recognized authority.

2nd. Get the judgment of some competent person as to which are the best of the books on this list.

3d. Ascertain the proportion already in the library for the different grades of pupils and in the different departments of literature.

4th. Establish and maintain a balance between the groups in this twofold classification.

5th. Consider the element of cost in proportion as the money available is limited.

6th. Re-order books that have become worn out, and if desirable, buy duplicate copies.

7th. Select the masterpieces of an author, not complete sets of his works.

8th. Do not pay retail prices.

THE IMPORTANCE OF PUBLIC SCHOOL LIBRARIES AND HOW OBTAINED.

PAPER READ BEFORE THE U. P. E. A. BY W. D. HILL, SUPERINTENDENT OF SCHOOLS OF CRYSTAL FALLS.

The marvelous growth in the size and number of libraries in America during the past two or three decades would seem to render superfluous discussion in any large way as to the value of libraries in general. The erection in nearly every city of any considerable size, and indeed in many smaller communities, of splendid library buildings (a movement largely expedited by the unprecedented and princely benefactions of Andrew Carnegie, to whom be all honor and credit); the creation of a corresponding spirit of public interest that leads to liberal local appropriations and patronage; the rapid advancement in the establishment of state library commissions; the advantageous legislation in general—all point to such a phenomenal growth in literary appreciation and book dissemination that historians are already predicting this shall be known to succeeding generations as the library era, the golden age of book making and book circulation.

The latter prophecy would seem to imply a possible reaction in the not distant future in library development, a consummation devoutly not to be desired and against which wise endeavors should be strenuously directed. We hail the golden era of books, but we would have that era ages long, continuous in growth, and ever broadening in its practical utility. Ahead lie possibilities as yet scarcely dreamed of. In these United States it is fair to assume that not more than 10,000,000 of our people are within the fold of active good book readers; the vast majorities are either far out in the barren deserts of illiteracy or are feeding upon the husks of sensationalism that today are scattered broadcast. Thus the work is but begun; "our largest hope is unfulfilled." With us and ahead, however, are danger signals, which, if not noted and duly heeded, may in effect discredit this wonderful move-

ment for library extension. As before implied, the avaricious printer is flooding the market with literary trash with far greater enterprise than we are able to inject into the good book movement. Wherever public libraries are found librarians are invariably besieged by popular calls for almost every form of book, extant, whether good, bad, or indifferent, and this slush demand not infrequently emanates from those of large local pull and influence. Thus much questionable and unwholesome literature finds its way into the public library. This tendency unchecked, must, perforce, react sooner or later to limit the real utility of the library movement until the golden age is but a looking backward.

Now we apprehend that the surest preventive to so great a disaster will be found in the growing emphasis placed upon the school library. In an able article on public libraries that recently came to our notice we find as a part of the introduction this statement, "The schools are for the children; the library for life." We think we appreciate the intent of the author. With him we believe that the great masses as we today find them must be reached, if at all, largely thru the public libraries rather than thru the school libraries of limited extent and circulation; yet we must hold his form of statement unhappy in the extreme. The schools are for life, not childhood alone. "As is the child, so is the man" is in general a forceful truism. The habits of thought inculcated, the loves here engendered are the sure embryos that develop into the well-rounded sterner thought and sentiment of mature manhood and womanhood. "What is put into the first of life is put into the whole of life. Start right," says one. Hamilton W. Mabie aptly voices our sentiment in the following: "It is a great mistake to suppose that any one can begin to read at any time, and find reading either interesting or profitable. Unless people form the habit of reading when they are young—that is to say, unless they read frequently and with a certain degree of regularity so that it becomes a kind of second nature to pick up a book when an hour of leisure arrives—they rarely form it later in life."

It is doubtless true that the growth and maintenance of libraries, whether public or school, or a combination of the two, must depend largely upon the education, interest, and enthusiasm of the adult public; but 'tis poor pedagogy to think we may directly assail the illiterate adult mind with life habits largely fixed and convert one to love and appreciation of a literature for which he has no adequate preparation. Like the training for all civic and industrial enterprises, to be of highest permanent value the foundation must be securely laid in youth.

This brings us to the affirmation that our enthusiasm for magnificent city library structures with their extensive book equipment should not blind us to the fact that the primary work of literary culture must begin with the child and, in our homogeneous population, largely in the public school room, not however, merely with the formal, restricted study of the school classics now quite general, but by affording the child direct and easy access to a fairly liberal supply of choicest books for leisure hour reading, both in school and home.

But two or three decades since and in most communities a Webster's Unabridged Dictionary with at best the addition of a brief encyclopedia and a few historical reference works were held an adequate library equipment for the public school. Then came the advanced claim for a larger reference list, and to these might be added standard sets of Dickens, Thackeray, Scott, the poets, etc., books that while of highest merit, yet, because pupils were generally wholly unprepared for their right comprehension and appreciation,

often reposed undisturbed on dust covered shelves for weeks and months. Only recently has the missing link of childhood preparation for the richer inheritance of good books been rightly conceived and is now being forged and welded into proper place. Juvenile classics suited to the varying stages of development are being more or less freely supplied in all progressive larger schools and in many of the smaller town and rural schools. The importance of this latter advance cannot be too strongly emphasized. Time and topic limitation, however, restricts this discussion to a brief epitome of literary values now generally recognized among advanced educators.

Knowledge comes primarily from two general sources; what we learn from direct communion and contact with men and things in our own immediate environment and what we glean from the rich heritage of the ages as transmitted thru books. The former at best gives but the record of a generation within the narrowed individual vision; the latter records the world wide experiences, thoughts, and sentiments of the vast centuries. All other lines of schooling thus fall into insignificance or secondary place when compared with that of literary culture in its broadest sense. Indeed, the mathematician, the historian, the scientist, all are dependent upon the world of books and papers for knowledge getting and knowledge dissemination.

To lead the soaring child mind into the realm of wholesome fable, folklore, and fairy tale, where reigns enchanting goodness crowned with a halo of charm and radiance; to lure inquisitive youth thru nature story, myth, and poem into the higher concept and love of bird and blossom and all things lovely in a marvelous creation, until with the poet he shall discern "Lessons in stones, books in running brooks and good in everything;" to win love, fidelity, and obedience to God and home and dear ones through sweet portrayal of Christ the friend and Savior, of parental love and sacrifice, of filial devotion and obedience; to inspire in youth pride and patriotism through thrilling accounts of noble and heroic men and women and enthuse with a burning desire to emulate the great and the good; to afford extended information clothed in artistic literary form that shall richly supplement the daily theme or recitation, these are some of the functions of the juvenile literature in the public schools. The development of a sentiment broad and deep that shall lead in after years to a genuine, mature love and appreciation of such masters as Longfellow, Lowell, Whittier, Irving, Hawthorne, Dickens, Scott, Goethe, Shakespeare, Homer, what an incentive for higher living and what a heritage for perennial joy is here! No other field of school work, I reiterate, is fraught with such far-reaching possibilities. With such a firm foundation little place will be found for the wishy-washy stuff that threatens to inundate our public libraries and not infrequently those of the school. The future standard of excellence and utility in the superstructure of the general library will, thru these better trained rising generations, be largely insured and the necessary financial support guaranteed.

These ideal results, perforce, are contingent, however, upon habits of literary interpretation and discrimination as developed under skillful and judicious instruction and guidance, a phase of the library question more appropriately discussed under subsequent topics of this program.

We have thus far emphasized the value of the more strictly literary portion of the library. The importance of the reference feature is so well understood and so generally conceded in nearly all communities outside the strictly rural as to require, perhaps, little mention here. I take it that today few

teachers are so limited to the text-book as not to recognize the great and growing importance of a liberal supply of collateral reference material that shall broaden, enrich, and clarify the student vision in the daily recitation. I apprehend that at least in all high schools there is a growing appreciation of the fact that thoro systematic training in the right and ready use of reference books as a preparation to college work is of highest importance. Experience has shown that the unpreparedness of students in this direction has led to much waste of time and energy in college life.

Few will venture to refute the claim that the reference library for highest utility to youth should be largely a school, yes, a class room library. In no other way may childhood and early youth be brought into sufficiently close contact with it to make it readily available at the critical moment for class room collateral. But there appears not a little divergence of opinion as to whether the leisure hour juvenile reading is best circulated thru the school or the public library. We find extended arguments by prominent educators for the higher utility of the public library in the larger cities and communities. The plea is made that the average school library cannot readily obtain a sufficient number of books for the general circulation and that the restrictive influence of the teacher hinders individual freedom and voluntary choice. We can understand how in many, perhaps most communities this may be found to be measurably true. Large benefactions for the school library are much more difficult to obtain than for the public library; the specific school library fund usually available as authorized by law is inadequate. Yet we have found that proper tact and perseverance may secure for most communities the essentials of a good school library. In our own community we have been able thru persistent effort to secure for each city grade class room above the third, collections of juvenile books ranging from 50 to 150 and a larger proportional number for the high school. Moreover, large freedom in voluntary choice is afforded and encouraged.

It is true that during the last decade a marvelous development has been made in the public library equipment for juvenile literature. Separate children's rooms are being fitted up in most attractive form with picture and even stereoptican illustrations provided and large varieties of books and magazines furnished for the delight and instruction of childhood and youth. This, at first glance, would seem to point to an ideal prospect. If librarians thoroly trained in the value and gradation of juvenile books could everywhere be secured, if the choice of books could be properly restricted, if the librarian was broad and wise enough to know and judge each individual need, or if such perfect correlation of school needs and library facilities be devised as to insure right adaptation, then we apprehend that, with library districts properly restricted in size, the public library under management distinct from that of school may go far toward supplying the ideal needs of the child.

The fact remains, however, that the sphere of circulation of the average public library, and often that of the school, is far too large in extent of territory. Those nearest in point of location have much the advantage in point of privilege. The city suburbs and rural sections are either entirely excluded or only partially provided. The old township library system provided by law has proved largely a failure because of this inaccessibility. A few cities like Boston, recognizing this natural defect and limitation in library circulation, are instituting a remedy by the establishment of branch libraries and the making of house to house deliveries of small collections and that at an expense many times that of the cost of the books themselves. All this

but substantiates the claim for such immediate contact libraries as those the school may afford.

Again, and most important of all, the fact remains that no matter how well trained may be the public librarian nor how carefully chosen the library books, there still arises a demand for the class room library that no general library can supply, as before implied. There should be immediately accessible for every class room at least a limited number of choicest books and magazines with which each teacher has so thoroly familiarized herself that she may direct and inspire each individual child with proper ideals, taste, and appreciation in choicest literature; furnish him with immediate and attractive collateral as supplemental to the geography, language, history, etc.; supply his leisure moments with proper food for reflection and delight; and establish such correct reading habits that he shall go forth to the larger public library equipped for proper voluntary choice.

Moreover, many of the books appropriated for the higher grades are quite sufficiently mature in thought to serve as a proper basis for literary development among the uncultured adult minds of the homes into which these books are circulated by the pupils. Indeed, I am free to confess that not infrequently I myself find much of profit and interest in these juvenile books. Thus they may oftentimes serve a popular as well as a school need.

The charge that the average teacher is too narrow and bookish rightly and sympathetically to direct the child's reading into pleasurable as well as profitable channels, if with something of basic truth, is yet like many other phases of school problems, but an evidence of needed pedagogical reform within the teaching corps itself. Every teacher should be trained to a broad knowledge and the right use of juvenile libraries. I conceive the ideal system for larger communities to be provision for a supervisor of literary culture, who shall train the teaching corps, if need be, and aid in advising and directing the individual pupils to right choice and use of books.

We enter then a strenuous plea for the extension of the school library proper. The city schools will find in them an essential to best results; the rural district without them is usually destitute. Massachusetts points with justifiable pride to the fact that every township in her commonwealth has a public library. We look with larger hope to the day when every district school and class room in Michigan shall boast its carefully selected library, where every child, whether of high or low estate, not only may, but must be trained in such proper use of books and such literary ideals as shall lend culture to the home, food for leisure hour reflection and enjoyment, and stability to future citizenship.

We enter a second plea for the extension of the public library work, particularly as regards its relation to the work and needs of the public schools. Indeed, the adverse opinion of many educators to the contrary notwithstanding, we look with favor upon such a system of control as maintains in our neighboring city of Iron Mountain that merges school and public library into one unit and places it under the management of the board of education. Yet, whatever the system of library control, the public schools should pave the way for the free and ready use of books; the public library should extend the book equipment for youth and freely supplement the work of the school room. The interdependence is unmistakable and the possibilities thereof beyond the power of mere words.

A few thoughts as to how school libraries may best be obtained will find their basis in a brief recapitulation of the provisions of the present state laws. Article 13, section 12 of the constitution of Michigan provides that

all proceeds from fines for the violation of penal laws collected in the respective counties shall be applied exclusively to the support of libraries, unless said fund shall be especially voted for school purposes. In accordance with this constitutional provision statute laws have from time to time been enacted providing for the establishment of libraries and making it obligatory that the proceeds of all fines for any breach of the penal laws, for penalties of criminal proceedings, and for exemptions from military duty be apportioned among the several townships according to the number of children between the ages of five and twenty and applied exclusively to township and district libraries. These funds are, or should be, apportioned among the several townships before the first day of June in each year by the county treasurer as directed by the State Superintendent of Public Instruction thru the county clerk.

The law especially provides that any school district by a two-thirds vote at its annual meeting may establish a district school library and claim from the township treasurer its due proportion of the undistributed library fund and from the school inspectors as a board of township control its due proportion of books.

In case any board of control, either township or district, shall fail to make annually to the State Superintendent of Public Instruction such reports as shall be required, showing the legal expenditures of the library fund, such township or district is deprived by the State Superintendent of Public Instruction of its proportion of library funds.

Any township at its annual meeting, also any school district maintaining a library, may vote a special library tax to be spread and collected in the same manner as other general taxes.

Moreover, decisions has been made that libraries are within the proper range of school apparatus.

These form an epitome of the present legal basis for the creation of school libraries in Michigan.

Now experience has shown that in this, as in many other matters of law, statute provisions are rarely effective much in advance of public sentiment. Gross violations of the law controlling library funds have been and are still prevalent. Justices have failed properly to report fines collected; county, township, and district authorities have misappropriated these funds. Actual falsification of required reports to the State Superintendent are not unknown. Herein, then, are implied two imperative duties resting upon every friend of higher literary culture: First, a public sentiment for libraries should be created and fostered in every community, however small; second, every such friend should be alert to see that the law is properly enforced and that the funds are rightly appropriated.

In the creation of library sentiment the teacher has a large place. If, thru ignorance or penuriousness, no district library exists, the teacher may and should create a demand therefor. The enthusiastic study of the school classics, the reading and discussion of a few choice books from one's private library or other available source, or the loaning of the same to an interested pupil; tactfully making apparent the absolute necessity of adequate reference books; the establishment of reading circles wherein such benefits and necessities may be made apparent, all are means conducive to the education of a better public sentiment that shall open the hearts and purses of school officials and patrons. Where ignorance or stubbornness still prevails, many a library nucleus may be established by the giving of special entertainments. Once established, the maintenance and growth

is not so difficult. Where it is made apparent to any community that they are actual financial losers in the apportionment of library funds by not maintaining a library, little difficulty should be experienced in inducing taxpayers to vote for the establishment of a library. In some score or more of instances we have had the satisfaction of knowing that such a word of explanation and admonition has induced movements for school libraries even where we were in no way directly interested. The advice to school officers to spend a few dollars for books under the head of apparatus with the suggestion that such would be an easy means of showing the benefits and later securing a permanent library, has not infrequently yielded good fruitage. In Iron county such advice has several times been given with the distinct knowledge that its acceptance would curtail the apportionment for our own township of Crystal Falls. The general good was held paramount.

Where the township school system prevails, as is largely true in the Upper Peninsula, the township library usually resolves itself into a general school library. Herein again lies the danger of inaccessibility before referred to, where the temptation is strong to ignore the rural subdistricts and monopolize the whole library at the central high school section, if such be maintained. In such cases the moral obligation of justice to all is strong and binding upon school officers, school commissioners, superintendents, and teachers to see that equitable circulation, even to the remotest schools, is guaranteed.

To return to the legalized means of securing a library, no school man worthy of his profession will weaken in his determination or desist from strenuous, tactful endeavor until he has thoroughly established the principle and custom that every dollar of the penal fund due his community finds its way into a well chosen library. Yea, more, he will labor zealously for a sentiment that readily appropriates material additions to this fund in accordance with the legalized power for voting special library taxes. Yea, still more, experience has taught us that dictionaries and other indispensable reference books may and should be regarded as school apparatus to be purchased from the general fund, thus conserving the library fund proper for the more purely literary works. Again, such mechanical work as re-binding secured at the expense of the general fund we have found a tactful means of saving to the library fund of from \$40 to \$80 annually in our comparatively small city.

Incidentally I wish here to express my appreciation of such a definite, splendid, and logical plan of book selection and book circulation as that recently worked out by Supt. E. E. Ferguson, of Sault Ste. Marie, which cannot fail to prove a large factor in popularizing and rendering of highest efficiency the library for school purposes.

While for ourselves we have not experienced the necessity of invoking the aid of the State Board of Library Commissioners, yet we are aware that a magnificent service is being rendered by them both for school and for public library extension, and we recognize therein a fundamental source of temporary school libraries as well as a powerful incentive to permanent library establishment. We are gratified to know that one is present who will detail the splendid work of this commission.

We have emphasized the township and rural needs and means in library extension, as here doubtless lie the greater missionary fields, yet the wards of the larger cities present many analogies to the rural sections, especially as to proper library availability, and must not be lost to view. We reiterate the appeal, whether for city or rural school, for individual class room pro-

vision, either thru permanent class room libraries or thru collective loans from a central library. However it may come, the sure provision is the one consummation essential.

In conclusion, a word may be pardoned as to the wisdom and efficiency of the present laws of Michigan for library support and development. While I know of no better use to which fines and penalties may be put, since fines and penalties must be imposed, than that of the support of libraries, yet this provision would seem all inadequate in the average county for the proper maintenance of school libraries. Again the average teacher in many localities will find it quite beyond her powers of persuasion and influence to induce a sentiment for special library appropriation. Would not these facts suggest the wisdom of a revision of library laws, so that there may be guaranteed, as in the state of Washington, a fractional mill tax as a library fund, or as in other states, the compulsory appropriation of a fixed per cent of the school fund as a library fund. Such revised legislation would aid in the unification of the school library extension. Incidentally we may here call attention to the apparent fact that the indefiniteness and uncertainty in the resources of several of our state educational institutions and factors and their subjection to varying political and local whims seems something of a weakness in our Michigan school laws in general. Like other school funds, the library fund should be adequate, certain, absolute, and such as to guarantee, as far as may be, equal literary privileges to every child of our splendid commonwealth.

In every school a library, select and ample; in every child a reader, intense, appreciative, idealistic; in every community a public, responsive, liberal cooperative—here, indeed, were a consummation devoutly to be hoped and striven for. Then, instead of ranking eighth or ninth as to freedom from illiteracy, our commonwealth should rank as first; then might our State motto aptly take on an added significance and from "*Siquaeris peninsulam amoenam*" expand to "*Siquaeris peninsulam amoenam et populum cultum, circumspice*;" then in place of crowns of trees and wheats and fruits and minerals merely well might we boast the richer crown of higher literary culture.

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